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ABSTRACT

This report is the culmination of an 8-1/2 month study designed, at the request of the Washington State Board of Education and the State Superintendent of Public Instruction, to provide the data base necessary for consideration of voluntary early childhood education programs in the common school system of the State of Washington. Four major tasks were involved in the study design: (1) a description of Washington's 3- and 4-year-old population; (2) a collection of parent and provider information through a survey and the convening of Parent Forums throughout the state; (3) the identification of model programs and promising practices; and (4) the submission of a final report, drawing conclusions from the data generated, which would provide the basis for recommendations concerning the status of existing programs and future directions in early childhood education. Findings from each of the above tasks are presented after an introductory overview of the study's objectives, a discussion of early childhood programs from national and state perspectives, and a review of relevant research. Also included in the report are an executive summary of the study, a bibliography, and appendices. Included in the appendices are copies of parent and program questionnaires and cover letters, as well as a list of states that recognize CDA, and a list of professional organizations associated with early childhood education in the state of Washington. (MP)

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Early Childhood Education Study

Washington's Three and Four Year Olds

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Educational Service District no. 121 Dec., 1981

How can we judge the worth of a society? On what basis can we predict how well a nation will survive and prosper? Many indices could be used for this purpose, among them the Gross National Product, the birth rate, crime statistics, mental health data, etc... We propose yet another criterion: the concern of one generation for the next. If the children and youth of a nation are afforded opportunity to develop their capacities to the fullest, if they are given the knowledge to understand the world and the wisdom to change it, then the prospects for the future are bright. In contrast, a society which neglects its children, however well it may function in other respects, risks eventual disorganization and demise.

-- Urie Bronfenbrenner

TO THE STATE BOARD OF EDUCATION

March 11-12, 1982

EARLY CHILDHOOD EDUCATION STUDY

Errata

Page 139, paragraph 4, should read, "As of December, 1981 there were 699 licensed day care centers, 81 out of home mini day care centers, and 7,215 licensed day care homes."

Page 164, top, should read, "Total list, 672; sampled 672..."

Page 164, paragraph 1, should read, "...373 preschool/children centers, and 121 other programs (including 78 unlicensed family child care homes) of the 1,739 identified programs. Although there were..."

DECEMBER 1981

Early Childhood Education Study

Washington's Three and Four Year Olds

As requested by the Washington State Board of
Education and the Superintendent of Public
Instruction with funding by Title IV, Part C,
of Public Law 95-561 under grant award 35854.

• • Educational Service District no. 121 • •

ACKNOWLEDGEMENTS

Acknowledgement is made and appreciation extended to the many individuals and organizations assisting in this undertaking. Twenty public and private associations and agencies appointed representatives to serve in an advisory capacity to the project. More than 20 pediatricians provided survey assistance and over 20 school districts aided in the identification of the kindergarten sample. 1,184 parents of three- and four-year-old children contributed to the collection of information through participation in Parent Forums or the completion of the parent survey. 855 service providers returned questionnaires detailing their services for three- and four-year-old children while 14 volunteers worked as county reviewers to assure the comprehensiveness of early childhood program identification. Innumerable agencies, organizations and individuals were contacted and responded with services ranging from information to provision of meeting space.

To all we are indebted. Each has added to our store of knowledge, stretched our thinking, and strengthened our resolve.

ADVISORY COMMITTEE

The Advisory Committee, by proposal, was to be broadly representative of the state and deliberately inclusive of the existing variety of viewpoints regarding early childhood education. Committee representatives were charged with "the task of assuring that the study is conducted as objectively and openly as possible, and that the recommendations developed have been the subject of lively discussion and debate." The 25 individuals listed below have been of invaluable assistance in study implementation and guidance, carrying out the intent of the proposal in a commendable spirit of inquiry and cooperative endeavor. In addition to ongoing planning and evaluation, resource persons participated in questionnaire development and refinement, data collection, Parent Forums, section reviews and revision. The recommendations included in this report are the outcomes of their deliberations with project staff and thorough consideration of the data base assembled.

Advisory Committee Members

Dr. Roberta Bouverat, Western Washington University
Dr. Lillian Canzler, Title IV C Advisory Committee
Ms. Vicki Sautel, United Indians of All Tribes
Dr. Linda Espinosa, Office of the Superintendent of Public Instruction
Mr. Richard Evans, Washington Association of School Administrators
Ms. Susan Gould, State Legislature
  represented by Ms. Carol Geddes
Mr. Sam Granato, Action Alliance for Children, Youth and Families
Ms. Louise Gustafson, Individualized Bilingual Instruction
Ms. Beverly Hanna, Washington State School Directors
Mr. Michael Henniger, Central Washington University
Ms. Hazel Henry, Washington State Head Start Parents Association
Ms. Elaine Hetterly, Washington State Family Child Care Association
Ms. Laurie Kennet, Washington Education Association
Mr. Steve Mondau, Elementary School Principals Association
Ms. Renee Nowak, Washington Congress of Parents, Teachers and Students
Dr. Dale Otto, Washington Association for the Education of Young Children
Dr. Larry Petrey, Yakima School District
Ms. Connie Rae, Wenatchee Valley Day Care
Ms. Margaret Sanstad, Region X, Administration for Children, Youth and Families
Ms. Gloria Stancich, Department of Social and Health Services, Bureau of Children Services
Dr. Warren Starr, Yakima School District
Mr. Delbert Steele, Washington Elementary School Principals Association
Ms. Sally Taylor, Washington Association for Educators of Personnel in Early Childhood Programs

Ms. Barbara Templin, Washington Federation of Independent Schools
Ms. Carol Williams, Region X, Administration for Children, Youth and Families

Educational Service District #121 Advisory Committee Resource Persons

Ms. Bette Petersen, Head Start
Ms. Wendy Roedell, Gifted Education

Project Contract Officer, Office of the Superintendent of Public Instruction

Mr. Walter Barbee

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GLOSSARY

A.F.D.C. - Aid to Families of Dependent Children legislated through the Social Security Act

Block Grants - consolidation of Federal program funds into broad categories for distribution by states

Child Development Associate Credential - a document awarded by a credentialling body asserting that the holder has been assessed and has demonstrated competency in work with children ages three to five in a center based program.

Consumer - user of services, in the case of Early Childhood services, a parent or guardian

Day Care Center - an agency which regularly provides care for a group of 13 or more children for periods of less than 24 hours

D.S.H.S. - Department of Social and Health Services

Early Childhood Education - a generic term encompassing programs concerned with the child from birth to age eight and to the preparation of individuals whose work is in this age range.

E.S.D. - Educational Service District

Exemplary Program - a program commended as a model for others, in this report an externally validated, approved program

Family Day Care Home - a private residence in which child care is regularly provided during part of the day to six or fewer children

Federal Deregulation - removal of stipulations restricting certain federal funds to specific populations or purposes

J.D.R.P. - Joint Dissemination and Review Panel of the Department of Education responsible for review and endorsement of exemplary educational programs

Mini Day Care Center - an agency which regularly provides care for a group of 12 or fewer children for periods less than 24 hours in a facility other than the family abode; or for a group of 7 - 12 children in the family abode

Nursery School - an educational experience of less than 4 hours per day for children ages 2 through 5. Webster's dictionary says "a school for children usually under five years of age."

O.S.P.I. - Office of the Superintendent of Public Instruction; in other localities, the State Department of Education

Parent Cooperative Preschool - preschools in which children ranging in age from birth to five years participate with their parents in learning centers especially designed for young children.

Preschool - the same as nursery school

Promising Practices- innovative services and approaches having merit as workable, replicable solutions to needs in a given area

Service Provider - agency or individual providing early childhood program or service for children

PREFACE

During the brief period of this study, April 16, 1981 through December 31, 1981, American citizens were witness to profound changes in federal policy and to substantial and pervasive budgetary reductions on a national level. Sweeping legislation signed into law by the president on August 13, 1981 shifted significant decision making responsibility from federal to state government and divested the federal government of much of its former regulatory power. The Reagan administration, seeking to curb the inflationary spiral, also cut deeply into domestic spending with Human Services funding especially targeted. Federal funding for this state has been reduced by $400 million.

Concurrently, a shortfall in Washington State revenues estimated at between $655 and $755 million and a $300 million spending reduction plan triggered a fiscal emergency that has further compounded the uncertainty of this transitionary period. The disposition of block grants, federal deregulation, and a diminution of service imposed both by inflation and severely curtailed federal and state funding promise to impact heavily on Washington's communities and families.

The Early Childhood Education Study is a fortuitously timely base for implementation of the added responsibilities of the state in determining and responding to the needs of its citizens. The concern for the early years expressed by the State Board of Education and the Office of the Superintendent of Public Instruction is a legitimate and well placed concern. The significance of these years is well documented by research. Early identification and intervention for the handicapped is a federal and state priority. Longitudinal studies of unprecedented scope substantiate the contribution of well designed programs of early education to the in-school and beyond-school achievements of economically disadvantaged children. Regardless of income, parental testimony repeatedly affirms the supportive role of preschool services for both the child and the family.

In the State of Washington as in the nation, early childhood programs meet diverse community and societal needs. Long term cost savings of preventive and "promotive" practices integral to well designed early childhood programs are increasingly recognized and persuasive in the accountability climate of the 1980's. Quality in the provision of early childhood programs is in the best interest of our schools and our communities whether families with young children elect direct program participation or benefit indirectly through availability of child development publications and research findings generated by the early childhood field.

The data collection efforts of the Early Childhood Education Study bring needed definition to the pluralistic network of early childhood services available to parents of three- and four-year-old children in this state. Factors influencing parental decisions with respect to the care and education of prekindergarten age children have been revealed through Parent Forums and survey commentary. Resources have been identified and shortcomings acknowledged. Much has been accomplished; much remains to be done. Exemplary programs and promising practices are indicative of the knowledge, resourcefulness and willingness of a broad cross section of agencies, organizations, providers and consumers to participate in the partnership role envisioned in the recommendations of this report.

Montesand, Washinton
Vidette

Preschool study made

A statewide study of pub and private educational a child care services for thr and four-year-old children now under way in Washin ton State, with a sample each category of children's programs to be surveyed this month to identify services provided, attitudes toward licensing and perceptions of need.

Child study underway

411 Hall

Bremerton, WA
Bremerton Sun

ESD 121 Surveying Preschools

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Education Study to be represented in the survey.

This project, funded by ffice of the Superinten blic Instruction, is nted by Edu e District No 12

Wr Early Childhood Education Study, Educatio nal Service District No. 121

Preschool study made

Cashmere, Washington
Cashmere Valley Record

Preschool program survey looking for assistance

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Education Study to be represented in the survey.

This project, funded by the Office of the Superintendent of Public Instruction, is being implemented by onal Service District No.

Winslow, WA
Bainbridge Island
Review

child care onducting en in this

Childcare survey gets under way

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A sample of each category of children's programs is to be surveyed in September to identify serv provided attitudes toward

and perceptions of need. The project is being funded through the Office of the Superintednent of Public Instruction, and conducted by ESD

Early Ch tudy

Omak, WA
Omak, Okanogan
County Chronicle

State is conducting preschool survey

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Preschool data

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Preschool program survey looking for assistance

Clarkston, WA
Valley Herald News

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Preschool study made

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Yakima, WA
Yakima Herald-Republic

Child survey aid sought

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Statewide Pre-school study continues

A Statewide study of public and private educational and child care services for three and four-year-old children is currently underway ington State. Wash-

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Write to: Early Childhood Education Study, Educational District No. 121, 411 GS-15, Uni- Seattle.

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Selah, WA
Selah Valley Optomi

Child study underway

A statewide study of public and private educational and childcare services for three and four-year-old children is currently underway in Washington state.

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Churches tions conducting progra and 4-year-olds are urged to in the survey. by the Office of Public In

Journal-American

Study begins on child care for 3- and 4-year-olds

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Churches and child-care organizations conducting programs for 3- and 4-year-olds are urged to contact the Early Childhood Education Study to be represented in the survey.

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Woodland, WA
Lewis River News

Study seeks preschools

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Churches and child care conducting programs ear-olds are urged Early Childhood represe

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Study seeks preschool data

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Churches and child care organizations con-

surveyed to identify services provided, attitudes toward licensing, the need.

They should write to Early Childhood Education Study, 411 Hall Health Center, GS-15, University of Washing-

I. INTRODUCTION

Study Overview

On December 5, 1980, the Washington State Board of Education adopted the following revised statement of Policies and Principles of Early Childhood Education:

POLICIES AND PRINCIPLES

The State Board of Education and the Superintendent of Public Instruction:

(1) Recognize that parents have primary responsibility for educating and rearing children; further, that significant parental involvement is essential to an effective educational program for young children.

(2) Believe that the education of young children ages three and four should be a voluntary part of the public school system and that the Superintendent of Public Instruction should have supervision over such programs.

(3) Recognize that early childhood education is being conducted by a large number of private pre-schools and that the development and approval of these programs are a concern of the State Board of Education and the State Superintendent of Public Instruction.

(4) Should provide leadership in developing a sound, coordinated program ensuring that all children have an equal opportunity for early childhood education.

(5) Believe that pre-kindergarten should be an educational experience which provides opportunities for children to associate with their peers in a positive and constructive environment under the guidance of trained personnel.

(6) Believe that day care centers should be important learning centers for children. If need has been determined by a neighborhood needs assessment, local school district boards, administrators, teachers and parents should be encouraged to establish day care centers for pre-kindergarten children, provided funding is available.

(7) Believe that the strongest pre-kindergarten programs will result from the cooperation and coordination of all groups and agencies in the State involved in early childhood education.

In order for the Superintendent of Public Instruction to adequately develop recommendations regarding voluntary Early Childhood Education programs in the common school system of the State of Washington, it was necessary that the scope of educational needs of three and four year olds be identified; the current status of public and private programs, including model programs and promising practices be surveyed; and the feasibility of operating ECE programs under the auspices of the common school system be identified. A request for proposal was issued and Educational Service District #121 selected to implement this study with the following charge:

A. Describe the 3 and 4 year old population in the State of Washington. Include the following data elements:
   1) profile of a 3 and 4 year old population in Washington State with 10 year projection.
   2) demographic information on households where 3 and 4 year olds reside.
   3) description of current early childhood care arrangements.

B. Collect information from parents of 3 and 4 year old children that includes:
   1) parent's perceptions of services needed.
   2) additional pertinent parent information.

C. Develop and implement a survey to identify and describe the type and extent of ECE experiences being offered for 3 and 4 year old children in the public and private sectors in the State of Washington. Site visits to a sampling of those programs identified in the survey must be conducted.

D. Develop a report that draws conclusions and makes recommendations about the status of existing programs and the future direction of early childhood education programs using the information generated by the surveys conducted under the requirements of this proposal.

The Early Childhood Education Study was conducted between April 16, 1981 and December 31, 1981. During this period four Advisory Board meetings were utilized for ongoing planning and evaluation. With Advisory Board participation, two questionnaires were designed for the collection of baseline data through survey. Indentification of the parent and provider population to whom the questionnaires were addressed was a major demand of the study as no comprehensive list existed for either category. A description of the laborious process utilized in determining those samples will be found in the sections devoted to the parent and program surveys.

Questionnaire distribution began in July and was completed in November. 2,429 parent questionnaires were distributed; 1,111 were returned and 73 were completed by telephone callback interviews, for a total sample of 1,184. 2,918 program questionnaires were disseminated to providers of early childhood services with a return of 885. Additional parent information was obtained at 13 Parent Forums convened by Field Coordinators in the six DSHS regions of the state. Urban Forums were held in Spokane, Yakima, Bellingham, Seattle, Tacoma and Olympia. Rural Forums took place in Kettle Falls, Connell, Mt. Vernon, Auburn, Sumner and Rochester.

Concurrently, legal descriptions of Washington's school districts were being transferred to current census maps to insure precise distribution of population to individual school districts as stipulated by proposal. Here again, the existing data base required substantial additional research as outdated maps frequently did not indicate recent consolidations, annexations and other boundary shifts. This unanticipated research and map production coupled with an inordinate delay in the release of pertinent statistical data from the 1980 census precluded completion of the prescribed demographic tasks within the project period. That portion of the study will require supplementation upon receipt of the census data and will be submitted at a later date, a contingency anticipated in the Educational Service District #121 proposal.

In the final phase of the study, county volunteers were solicited to review and update staff listings of area early childhood service providers and to supplement the identification of promising practices submitted by Field Coordinators, Advisory Committee members and staff. Approximately one-third of Washington's counties received this volunteer review.

An ongoing literature search supplemented by personal interview established the historical and state of the art perspectives providing the framework for the final report.

The study team was charged with identification and description of early childhood education in the state of Washington to include day care and preschool programming of all types. We have chosen to retain that holistic approach to early education throughout the report, believing that the length of a child's day does not negate, but rather emphasizes the desireability of care which contains planned, developmentally appropriate learning experiences (i.e., an educational component). Recommendations based on study outcomes were reviewed and refined by the Early Childhood Education Study Advisory Committee as data became available with the primary recommendations receiving the unanimous support of that Committee.

Staff responsibilities with differential time allocations were:

Director Program direction, coordination, final report	Jeanne W. Quill Faculty Associate University of Washington	
with Secretary/Coordinator	Ann Meyrich	
Principal Investigator Survey implementation, analysis	John Chattin-McNichols, Ph.D. Faculty member, Seattle University	
with Research Assistant	Karla Marken	
Research Demographer Demographic research and analysis	George Shepherd consultant	
Field Coordinators	Region 1	Pam Praeger
	Region 2	Sherrill Richarz
	Region 3	Dianne Waters*
	Region 4	Jeannette Monigold
	Region 5	Sharon Potter
	Region 6	Marge Reeves

*also completed a fall quarter work study assignment with the project

NATIONAL PERSPECTIVE

Child care and early education do not constitute a new phenomenon in this country - day nurseries and kindergartens date back as early as the 1850's; nursery and university laboratory schools to 1920[1] - nor is federal intervention and public school involvement in early education a recent innovation. During America's depression years, the Emergency Nursery Schools (1933-1942) funded through the Federal Work Relief Project (W.P.A.), provided wages for unemployed teachers and other workers while "combating the physical and mental handicaps imposed upon young children by conditions incident to current economic and social difficulties." The Lanham Child Care Centers (1942-1946) which followed also relied heavily on federal funds (approximately 66%) to undergird local contributions and fees from parents in the nation's wartime industries. Ninety-five percent of both programs were conducted under the auspices of the public schools.[2]

As early as 1950, the White House Conference on Children and Youth had referred to kindergartens and nursery schools as a desirable supplement to home life that "should be included as a part of public opportunities for all children."[3] Ten years later, delegates to the 1960 Conference recommended "that every group care center for young children be supervised by at least one person qualified in early childhood education."[4]

Societal conditions have focused renewed attention on the early years during the past two decades, and contributed to a dramatic renewal of both public and professional interest in the arena of children's services. In the 1950's and 1960's, the seeds implanted through such publications as Piaget's The Origin of Intelligence in Children,[5] Hunt's Intelligence and Experience,[6] Bruner's The Process of Education,[7] Bloom's Stability and Change in Human Characteristics,[8] and Harrington's The Other America[9] found fertile soil. During that period, both the confidence and the conscience of the American public were under assault. Russia's launching of man's first artificial satellite, Sputnik I, in 1957, triggered national alarm over our "knowledge gap" in science and technology while angry protests and the marching feet of growing numbers of U.S. citizens underscored another "gap" in our then affluent nation . . . that of civil rights and economic opportunity. Remarkably, early education was to gain unprecedented recognition as part of the response to this country's concern with education as a vehicle for insuring superiority in outer space and for achieving equality here within our territorial borders.

In 1960, both the Educational Policy Commission of the National Education Association and the American Association for School Administrators were recommending that all children have an opportunity to attend school at public expense beginning at age four. In a joint statement entitled, Universal Opportunity for Early Childhood Education, that recommendation was prefaced by the words:

> "Research shows clearly that the first four and five years of a child's life are the period of most rapid growth in physical and mental characteristics and of the greatest susceptibility to environmental influences...Experience indicates that exposure to a wide variety of activities and of social and mental interactions with children and adults greatly enhances a child's ability to learn. Few homes provide enough of these opportunities. It is reasonable to conclude that the postponement of an educational contribution by society until children reach the age of six generally limits the flowering of their potentials."[10]

The federal government, responding to mounting evidence of the ramifications of poverty and discrimination, particularly on children's school achievement, subsequently launched its "War on Poverty". Two major pieces of social legislation were enacted. Both the Economic Opportunity Act of 1964 and the Elementary and Secondary Education Act of 1965 encompassed early education for children of low income families. Title I (ESEA) and Project Headstart, an activity of the Office of Economic Opportunity, constituted a major part of a massive third wave of federal involvement in Early Childhood Education. These new federal programs, however, would be the first to be premised on the needs of the children as opposed to those earlier federal programs established primarily for the employment purposes of adults. Headstart was grounded in a belief that preschool children of economically disadvantaged parents could be helped toward educational parity with their middle class peers through a comprehensive program of early education which included parent involvement and the provision of social and health services.

In the words of planner Dr. Robert Cooke:

> "There is considerable evidence that the early years of childhood are a most critical point in the poverty cycle. During these years, the creation of learning patterns, emotional development, and the formation of individual expectations and aspirations take place at a very rapid pace. For the child of poverty, there are clearly observable deficiencies in the processes, which lay the foundation for a pattern of failure, and thus a pattern of poverty, throughout the child's entire life."[11]

With the bold, almost overnight, massive mobilization of Project Headstart, early education suddenly achieved a new level of visibility and status. Federal funds attracted researchers and practitioners from a wide variety of child-related disciplines, producing exciting, sometimes controversial, program models that stirred competition and invigorated the field. Research findings on the implications of the early years for healthy growth and development of the individual were widely disseminated to the general public.

In 1967, Congress established the Federal Panel of Early Childhood which originated the concept of Community Coordinated Child Care (4 C's). 4 C's funding was to assist states to develop substantive mechanisms for more efficient delivery of services to children.[12] In that same year, the Social Security Act was amended to provide federal funds on a 3 to 1 matching basis to states for day care of children whose mothers were past, current or potential recipients of public assistance. This congressional action was followed by a mandate to the Secretary of HEW and the Director of the Office of Economic Opportunity to coordinate efforts to expand and improve the quality and quantity of day care available to working mothers. The 1968 Federal Interagency Day Care Requirements and increased government involvement in day care through the Title IV program grew out of that mandate.[13]

In 1967, Head Start had added Parent Child Centers to its research and demonstration efforts.[14] These centers were to provide comprehensive services for low income families with children from birth to age three. The following year, "Follow Through" was instituted by the U.S. Office of Education with the intent of continuing the educational support of Head Start into the primary grades of the public school to preserve and expand the gains made by children from low income families in Head Start and other preschool programs.[15]

During this same period, an increasingly vocal minority infused an old issue with new insistence. Working mothers, gaining voice through the burgeoning women's movement, identified the lack of affordable, good quality day care for children as a widespread need. Many middle income families, it was pointed out, could neither afford quality child care nor take advantage of government child development programs limited primarily to families with poverty level incomes.

In 1969, President Nixon called for a "national commitment" to the crucial early years of life. In his first major domestic policy statement, the president indicated that his administration would place a high priority on programs affecting a child's early years, stating: "So crucial is the matter of early growth, that we must make a national commitment to providing all American children an opportunity for healthful and stimulating development during the first five years of life." On July 1, 1969, a new Office of Child Development was established in the Department of Health, Education and Welfare.[16] Its purpose: to mount and operate such programs as Head Start; to coordinate the activities of all federal, state, community and private agencies involved in programs for children, youth and their families; to act as a citizens' advocate for children's programs; and to promote planning of innovative new programs.

Despite the advocacy and documented need, a short time later national publicity given the primarily negative findings of the since refuted Westinghouse Head Start Evaluation dampened the enthusiasm and tempered the optimism that early childhood educators had come to enjoy.[17] The Westinghouse Study, which used IQ scores as a major measure of Head Start effectiveness, found that ill advised early promises of exaggerated IQ gains, not surprisingly, had failed to materialize; further, according to the report, the more modest gains which were realized did not appear to be sustained as children entered the elementary grades.

Somewhat critical reviews by well known educational authorities added to the disenchantment and led to attitudes ranging from more cautious to skeptical during the early 1970's. Program administrators were challenged to defend existing programs and the prestige that the field had come to enjoy appeared to be noticeably diminished. Still, the 1969 report of the Joint Committee on Mental Health of Children recommended that "preschool programs, as well as day care, be universally available as a public utility"[18] and the 1970 White House Conference on Children cited "legislation to provide comprehensive child care" as the number one need of America's children."[19]

That legislation was not to be. While the Revenue Act of 1971 recognized employment related expenses including care of children under age 15 as a legitimate tax deduction, President Nixon, in that same year, vetoed the Comprehensive Child Development Act, a bill which had exacerbated the home versus day care argument to presidential heights. State supported programs for children under age six continued to expand, however, as studies begun in the 1960's documented sustained gains and identified substantial benefits for low income children enrolled in well designed preschool programs. Title I of the Elementary and Secondary Education Act was a primary funding source.

In 1972, a widespread concern for quality in the delivery of services to young children resulted in a coordinated design for a new national early childhood professional credential, the competency-based C.D.A. (Child Development Associate).[20] The fact that the 39 educational and professional organizations making up the Child Development Consortium reached consensus and endorsed six competencies and thirteen functional areas applicable to those working with children ages 3 - 5 in a center based program was an achievement rivaling the unique competency design itself.

Head Start innovations continued in the form of special research and demonstration programs which tended to place increasing emphasis on a family oriented approach to helping children. Home Start, a three-year demonstration program providing Head Start services to children and parents in their own homes rather than in a center, began in 1972.[21] When this project ended, the option of adopting a home based model was opened to all Head Start grantees and many moved at least in part to that model. In 1973, the Parent and Family Resource Program was established in eleven different localities.[22] CFRP's were designed to provide a variety of services from which eligible participants could choose according to family need. Each program served 80 families with target children in the prenatal period through eight years of age. Developmental continuity demonstration projects followed in 1974 with the aim of helping Head Start children and their families make the transition to the elementary school, providing a model for developmental continuity for Head Start, other child development programs, and school systems around the country.[23]

The following year, the Social Services portion of Title IVA of the Social Security Act was transformed by legislation to form the new Title XX.[24] States were to determine eligibility for day care services on the basis of individual family income and assets except that day care for migrant children could be provided on a group eligibility basis. To be covered child care had to meet established standards. The Department of Health, Education and Welfare was mandated by Congress to study the existing Federal Interagency Day Care Requirements which had been modified and incorporated into Title XX and report back findings and recommendations.[25]

In 1975, a decade after the need of the economically disadvantaged had been recognized, the Education for All Handicapped Children Act established the rights of the handicapped, requiring states to locate and provide a free, appropriate public education to every school age child by 1980 in order to qualify for assistance under the act.[26] While the law did not require states to serve preschool handicapped children, it did provide incentive grants for states choosing to meet the needs of these three- to five-year-olds.

By 1981, PL 94-142 provided the legislative impetus for this country's second largest federal education program, with $8 million in basic grants and $20 million in preschool incentive grants to local education agencies to serve 3.7 million handicapped children. Only Title I ESEA, Compensatory Education for Disadvantaged Children, was larger with $3 billion annual allocation directed to local school districts.[27]

Meanwhile, after years of public hearings and a four year national study of day care costing over $8 million, a revised set of federal day care regulations had been adopted by the Department of Health, Education and Welfare, but could not be implemented due to prohibitive congressional action.[28] Standards for group size and adult to child ratios, cost - sensitive issues for providers,evoked conflicting stands in the broad early childhood community as well as in the halls of Congress.

Twenty states had incorporated the Child Development Associate (C.D.A.) credential into their state licensing regulations as a qualification option for preschool personnel by 1981, and over 8,000 individuals had been assessed and awarded the C.D.A. credential.[29] Approximately 50% of these early childhood workers were employed by Head Start, with the other half representing a variety of early childhood programs. Competencies for those working with young children in a bilingual setting had been established and work was in progress on competency standards for family day care, infant/toddler, home visitor and special needs providers.

The annual conference of the National Association for the Education of Young Children, a professional organization of over 35,000 members, had served as a vehicle for the original announcement of the C.D.A. credential in 1972. Two 1981 NAEYC conference announcements are indicative of equally significant new influences in the early childhood field. The first announcement pertained to the preparation of early childhood staff in four year institutions. Teacher Education Guidelines for Early Childhood Programs in institutions offering baccalaureate degrees have been finalized by NAEYC and will be published early in 1982. Once adopted by NAEYC, these guidelines will become the professional standards used in the National Council for Accreditation of Teacher Education review process for schools of education.[30] A second focus addressed the issue of quality in the provision of early childhood services and the impact of federal and state deregulation on that critical aspect of education and child care. The NAEYC Board announced authorization of a feasibility study addressing a voluntary "quality endorsement" process for early childhood programs nationwide. The results of this feasibility study are to be made available to the NAEYC Board in August, 1982.[31]

It is evident that federal law coupled with federal funding, and the program innovations and research generated by that funding, have contributed to an increase in both the scope and quantity of early childhood offerings in our communities. In 1965, there were 25 states which provided no state funds for kindergartens. Today Mississippi is the only exception. In the tight economy of the 1980's state appropriations for prekindergarten programs are particularly significant. The State of South Carolina which has funded full day and home based child development programs since 1973 increased its 1980 appropriation due to "increased awareness of young children's needs". The Maryland legislature, spurred by positive findings in program evaluation both in and out of state, appropriated $2 million to enable 33 schools to serve an additional 1,300 four-year-olds identified as having a "high potential for school failure." The Maryland State

Department of Education then established as a goal for the coming decade: "The expansion of prekindergarten opportunities so that a half-day, publicly supported educational program is available on an optional basis to every four-year-old in the state."

Oklahoma was the first state to act on that concept. In 1980 it began funding noncategorical public four-year-old programs with no poverty or disability prerequisites -- a child need only be four years of age on or before September 2 to be eligible. The Oklahoma program for four-year-olds began with 10 school districts. It set maximum class size of 20 with 2 adults, called for an early childhood certified head teacher, and stipulated four 2½ hour days for children with the fifth day reserved for working with parents. A second appropriation of $400,000 in the summer of 1981 allowed expansion of this state early childhood pilot from ten programs to twenty-nine.

California, able to trace its state supported child care programs back as far as the Lanham Child Care Centers, also increased its appropriations by another $9 million. North Carolina, having initiated a 100% state funded Day Care Assistance Program for low income working parents in 1979, took a new tack in 1980 and instituted a 7% state income tax credit for day care.

By 1981, the New York Board of Regents, convinced by the positive findings of a five year evaluation of its statewide program for three- and four-year-olds from economically disadvantaged areas, recommended continuation and expansion of that program including a staff development program for teachers, kindergarten through third grade, to provide increased continuity of educational experience. Most recent is a November decision by the Texas State Board of Education to implement a state pilot program for bilingual four-year-olds who will enter kindergarten the following year.

Local programs for three- and four-year-olds exist in states with and without state appropriations, funded by federal or local monies. Local efforts are more difficult to track than state appropriations, but nearby, the Portland, Oregon public schools expanded an 80 student prekindergarten program previously funded by Follow Through into eight Early Childhood Centers serving approximately 466 children. While targeted for the economically disadvantaged child, these prekindergarten programs draw from all over Portland and are part of that system's district funded desegregation efforts.

A staff survey of the fifty states and Washington, D.C., to identify state appropriations for child care and educational services for three and four-year-old children produced 45 responses. Thirty-one respondents reported state appropriations for children under five to be used for child care or educational programs. Thirteen states appropriate funds for handicapped preschool children only. Eighteen additional states have appropriated funds to provide preschool services to non-handicapped three- and four-year-olds. Fourteen states provide no appropriation for three- and four-year-old children to the knowledge of the respondent. Five states and Washington, D.C. did not respond.

The table which follows outlines appropriation data gathered from State Departments of Education Early Childhood Specialists in the United States. A word of caution is necessary when reviewing the responses. While a number of states have enviable facts and figures on preschool enrollment and allocations, administrative separation of the various children's services increases the possibility that state appropriations in an area outside the responsibility of the respondent have been missed. It is most likely that day care appropriations are under-represented.

Table 1: State Appropriations for Educational and Child Care Programs for Three- and Four-Year-Old Children

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Alabama				No state appropriation
Alaska	Preschool handicapped	Dept. of Health and Social Services funds infant (0-3 years) program.	85-90 served	No state funds for non-handicapped or day care.
		Dept. of Education serves 3-6 year old preschool handicapped.	200 served	
Arizona	Day Care			No state appropriation
Arkansas	None			No state appropriation
California	Subsidized child development program (full day)	low income families with priority to abused, neglected children, or families with child care need due to work or training	67,059 birth to age 14 (prior to expansion)	Subsidized child development program has been under the jurisdiction of the State Dept. of Educ. since 1972. Contract with private providers, other agencies. Program expanded 1977, 1978. 1979 for specific populations (migrant, etc.).
	State preschool program (½ day)	Children with need to develop language skills (non-English speaking or bilingual). Parents participate; do not have to be employed.		General expansion $9 million additional appropriated for 80/81. Total $200 million. California provision of day care has been continuous since days of the Lanham child care centers
	preschool handicapped	age 3 and over mandated. Birth to 3 permissive, but if school district provided "infant" services in 80/81 it is required to continue these services		
Colorado	Center based Home based combination	Identifiable handicap which interferes with learning	approximately 2,000	litigation
Connecticut	Special Education.	Preschool handicapped.		Handicapped services mandated from age 3, permissive from birth to age 3. No special funds for preschool, part of Special Education reimbursement.
	Day Care--See Promising Practices regarding this state's interagency coordination.			

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Delaware	School district	Exceptional children between ages 4-21 years, including gifted and talented.	200 handicapped 5 gifted	Advocacy of parents of handicapped children and a recognition that early services to this population is important
Washington, D.C.				No response
Florida	Comprehensive screening for kindergarten entry.			Legislation that created PREP (Primary Education Program) provides funds for early entrance and screening for kindergarten entry (includes non-public nursery and preschools).
	Preschool handicapped	Handicapped		
	Day care Title XX match	Handicapped		
Georgia			Approximately 20,000 4-yr-olds (Federal Funds)	No state appropriation
Hawaii	34 preschools for handicapped	Handicapped	217	1980 legislation. Also appropriation for day care of children under 6
Idaho	None			No state appropriation
Illinois	Preschool handicapped primarily federal funds with noted exceptions. Day Care		No breakdown for 3's and 4's.	State funds are used to reimburse a portion of teachers salary when work is with handicapped preschoolers. State also picks up transportation.
Indiana				No response
Iowa	1) Center-based 2) Home instruction 3) Support services	Handicapped	6,000 handicapped from birth to age 6.	Concern for early intervention services for young handicapped children. Each Area Education Agency has a preschool unit to provide services and programs for handicapped children (birth through 5 years).

STATE	TYPE OR PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Kansas	State categorized special education funds for transportation and reimbursement for special teachers and paraprofessionals.	Handicapped only; school must report and have certified teachers endorsed for preschool handicapped. Schools may, but are not mandated to, serve under age 5 years.	492 (ages 3 and 4); 37 under 3.	Response to parent and professional urging to implement P.L. 94-142 preschools. No separate funds are appropriate for under age 5.
				SRS funds limited for handicapped children unless parent is employed. Withdrawal of Title XX funds has resulted in 50% reduction.
Kentucky	No educational programs for 4 year olds.			No state appropriation
Louisiana				No response
Maine	A variety of service options including center-based, home-based combination and provision of supportive services (O.T., P.T., Speech Therapy, Counseling, Transportation, etc.) for preschool handicapped	3 and not yet 5 by Oct. 15 of a school year, and requiring spec. educ./support services in the areas defined under P.L. 94-142	approximately 533 4-yr-olds, between 7/80 - 6/30/81 but only covers about ½ state and no breakdown by age in one yr. increments	$350,000 appropriated for this yr. and next for a coordinated service delivery program for handicapped children between the ages of 3 and 5. The latter achieved passage after a 2-year pilot program was run with federal funds. As a result of the pilot program and related state advocacy efforts, sufficient public and departmental support was generated to secure passage of the legislation.
	Day care centers and family day care funded through Title XX and a state supplement to expand income eligibility	Up to 60% of the national median income - no charge. Between 60 - 115%, a sliding fee scale is used. Above 115%, not eligible	approximately 450	

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Maryland	Extended Elementary Education Program	Schools whose 3rd grade children are 6 months or more behind national averages in reading comprehension are eligible for participation in the state supported programs.	1300 four-yr-olds	Maryland has had a variety of prekindergarten programs since the early 70s. These successful programs, coupled with research by Weikart, Lazar and others prompted the state superintendent, state Board, and the Maryland General Assembly to pass resolution 17-1978 appropriating state funds for 33 additional prekindergarten programs.
	Model Early Learning		2100	
Massachussets	Preschool handicapped	Preschool handicapped	2,354 3- and 4-year-olds	Mass. state law mandates services from age 3. Chapter 756 preceded 94-142.
Michigan	As of 1/1/82 state will cover 100% day care; now has 50/50 match with Title IVA AFDC		15,000	Change in AFDC eligibility will eliminate 25% of day care that has been provided. We are trying for 100% state funding for low income; not income eligible to prevent abrupt cut off of marginal income.
	Preschool handicapped	Preschool handicapped(birth-25yrs.)		
Minnesota	36 early education and family education	Residency in the area where the 36 programs are available.	8,000 (ages birth - 5 yrs.)	Early Childhood & Family Ed. Programs sponsored by a state legislature - funded from 1974 to now. Not under any funding formula - must be reconsidered every two years. Preschool screening program was encouraged by a former governor who had an eye defect that could have been remedied if caught earlier.
	Preschool screening prekindergarten	District required to provide services; it is voluntary for parents to bring children	80.5%	
	Preschool handicapped	Every handicapped child must be served beginning at age 4		
Mississippi	None			We are sorry to report that Miss. has no legal backing for public preschool services including kindergarten. We are working on it.

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Missouri	Special Education	Preschool handicapped	15,000 preschool children including infant/toddlers in the school system under state, local funds (approximately 10% supported with funds for handicapped children.	State legislation preceded P.L. 94-142. 1973 services were extended downward to 3 and 4 year olds. Pending legislation would provide for screening and follow-up services beginning in the first year of life (home visits, resource material, etc.)
Montana				No response
Nebraska				No response
Nevada	Special Ed. in Local schools	Meet state criteria for handicapping conditions	100*	Recognition of importance of early intervention for children with handicaps
	Special Ed. in state agency programs	" "	60* (*estimate based on 1980 data)	
New Hampshire	None			No state appropriation
New Jersey	Prekindergarten or kindergarten for 4-yr-olds	local district selection (state & local funds)	Approximately 5,537	Statutes permitting enrollment of 4-yr-olds have been on the books for decades. State aid has been paid with a few exceptions for many years, under interpretation of law and code. This area of programming is expanding in our state.
	Preschool handicapped	handicapping condition (State Pilot, VI and 94-142 Incentive)	Approximately 6, 068	
	State operated child care (ages 2-4 years)	Other Title XX centers have 25% local match.	Approximately 1,276	
New Mexico	None			No state appropriation

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
New York	State experimental prekindergarten program in 50 districts	Low income	6,000	This program, initiated in 1966, was an attempt to determine if a program for 3- and 4-yr-olds from disadvantaged areas with a strong emphasis on parent involvement was feasible for public schools and would affect programs at the primary level. A five-year evaluation has produced positive results in terms of benefits to children. The Board of Regents has recommended the continuation and expansion of the program, including a staff development program for teachers K-3rd grade to provide increased continuity of educational services.
	84 districts and 19 Bds. of Cooperative Ed. School Districts also provide prekindergarten programs.		6,000	
North Carolina	State Day Care Assistance enacted in 1981; 7% state income tax credit for day care (up to $2000/yr.) Preschool handicapped	children of employed parents, children of parents in training leading to employment, children under protective services		$14 million a biennium for subsidized child care Governor Hunt is a strong supporter of children and families. The State Day Care Assistance funding was his initiative. The State of N.C. is actively encouraging private sector initiatives in education as a state priority. 1981 White House State Conference on Children was a model replicable on local level. A conference slide tape is available to use and enough funds were set aside so that any local Chamber of Commerce can request $100 for purpose of duplicating state conference on local level. Highly successful mesh of business, industry and state.
North Dakota	None			No state appropriation
Ohio	None			No state appropriation

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Oklahoma	State pilot program for 4-yr-olds	4 yrs old on or before 9/2 no income or disability requirements	29 centers	State noncategorical pilot for 4-yr-olds established in 1980. Second appropriation in 1981 enabled expansion from 10 to 29 centers. This highly successful program has given tremendous boost to community-school public relations. Parent impact has been phenomenal. No negatives.
Oregon	Preschool handicapped	Mental Health Department contracts with State Dept. of Education to provide educational program.	Count difficult to ascertain due to shared responsibility.	Budget cuts have severely hurt Oregon. Almost no state support for day care. Educational programs started for 3 and 4 year olds have been lost.
Pennsylvania	State aid is provided for 4 year old kindergartens following an initial year of district operations			Office of Non-Public Schools, Department of Education licenses all non-church related nursery and kindergarten programs and includes those programs in the annual directory.
	Day Care (state match)	Title XX eligible		
Rhode Island	Handicapped services mandated to begin at age 3.	Handicapped children ages 3 and 4.		State appropriates funds to cities and towns on a formula basis to cover handicapped services.
South Carolina	Child development full day, 180 days	State funds	881	Initial EEA funds 1971 - 71 State picked up funding in 1973 and continued to present. Increased appropriation in 1981. due to increased awareness of young children's needs. Priority for new funding to those school districts whose 1st graders evidence high "not ready" based on Basic Skills Assessment Program
	Home based		Over 200 families Number of 4 year olds not determinded.	

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
South Dakota				No response
Tennessee	Handicapped services mandated to begin at age 3 for blind, deaf, and gifted children.	Blind, deaf, and gifted 3 and 4 year olds; for other handicapping conditions, mandated service begins at age 5.		
Texas	Special Education	All children with special: physical, auditory, visual, mental, emotional, learning disabilities, speech handicapped, autistic, or multiple handicapped. (Texas Education Code, Section 16.104)	5,827 as of September , 1980.	Identified need for earlier assistance for children with special needs. By a November decision of the State Board of Education, Texas will pilot a program for 4-yr-old bilingual children to enter kindergarten the following year.
Utah	None			No state appropriation
Virginia	None			No state appropriation
Vermont	1) Home-based and center-based, 3-5 yr-old age grp.	3 - 4 yr olds must show a 1.5 yr. delay in 1 or more skill areas	1,000	Efficacy of early intervention supported by and strong advocacy of regional groups in the legislative process.
	Home based for 0 - 2 yr old age group	0 - 2 yr olds must have an observable significant delay (guidelines being revised this yr.)	167	
	2) Home-based and center-based 2-3 yr old age grp.	2 - 3 yr olds must who 9 mo. - 1 yr. delay in one or more skill areas	85	Compensatory education is primarily supported by ESEA Title I funds. Some local districts may have picked up their projects and no longer report this information.
	Home, center and supplemental class 4 - 6 yr olds	4 - 6 yr olds must show 1 yr delay in 1 or more skill areas	422	
	Day Care--state match for Title XX	Title XX eligible		

STATE	TYPE OF PROGRAM PROVIDED	ELIGIBILITY	NO. OF CHILDREN SERVED	MAJOR FACTORS LEADING TO APPROPRIATIONS
Washington	Preschool handicapped (permissive legislation)	Preschool handicapped	2,322	
	Day care		10, 387 (all ages) No breakdown for 3's and 4's.	
	Head Start		Program support	
West Virginia	Special programs			Not a statewide appropriation. Early Childhood Education state law states that counties may establish programs for children below age five - few have such programs. Some special programs have been receiving state appropriations for child development for normal and handicapped children ages 2 - 5.
Wisconsin	Handicapped only Special Education - Related Medical Services	0 - 6 mandatory for 3 - 5	4,000	Parent support--progressive agency and legislators.
Wyoming	None			No state appropriation

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WASHINGTON PERSPECTIVE

Major events of the past century have greatly influenced the current status of early childhood education in Washington State. The impact of two world wars, the Depression, and civil rights have altered the state's approach to early learning. As national concerns have shifted, the state's role and responsiveness to children and parents has become increasingly critical. This section outlines a historical framework within which the field of early childhood education has evolved. It traces several related concepts: legislation guiding that evolution; state coordination of services; training and certification of qualified personnel; and finally, topical issues facing those who are responsible for the advancement of programs for 3 and 4 year old children are addressed.

Historical Framework

Government involvement in early childhood education began with the Emergency Nursery Schools of the Works Project Administration which provided day care for unemployed school workers.[1] Later, the Lanham Act of 1942 supplied federal funds for full day programs, many of which were operated in Washington's public schools. Among the child care centers run by the wartime industry were those in nearby Portland, Oregon, for the workers of two Kaiser shipyards.[2] No need of the families was viewed as irrelevant, making them an early model of comprehensiveness. Most of the federal programs were dismantled following the War, but the experience significantly influenced educational practices and instigated new trends in American family living.

The surge of births during World War II and immediately thereafter shaped the design of programs which would accommodate family lifestyles. As returning veterans enrolled in colleges around the state, their wives with young children, desired the "most complete" knowledge on childrearing. As a result, in 1941, Katherine Whiteside Taylor organized the first parent cooperative preschool in Seattle.[3] Originally under the sponsorship of the Seattle Public School District, the parent cooperative model was adopted by over 100 centers in the Puget Sound area between 1943 and

1956. Parent cooperatives contributed to the development of the early childhood profession in that they created a new educator position called the "Family Life" or "Parent Education" instructor.

During the fifties, the state government seldom financed care for children in "enrichment" (i.e. nursery schools) day care programs; rather, state agencies emphasized child protective services, adoption, and foster care as part of the child welfare movement. The goal of child welfare programs was to protect and promote the well-being of children by strengthening, supplementing, or substituting for parental care and supervision of the child less than 18 years old.

A shift in federal priorities substantially altered the delivery of services throughout the next decade. For too many children, especially those from economically depressed urban communities, schooling was determined to be deficient in both quantity and quality.[4] Under the direction of the public schools, compensatory education was made available to disadvantaged preschoolers through Title I of the Elementary and Secondary Education Act of 1965.[5] Federally funded Project Head Start was established in 1965 as a summer remedial program, but quickly expanded into full year operations. The War on Poverty and the acceleration of the civil rights movement gave impetus to citizen involvement and volunteer participation in social service planning.

Availability of federal match money resulted in a rapid increase in the number of child care facilities and a corresponding increase in state expenditures for educational services. Three programs in effect at this time were later recognized by the 1970 White House Conference on Children: 1) The Tacoma Public Schools' Early Childhood Program, which combined local, state, and federal funds to support a large-scale project, planned to provide continuity through five years of education (3 year olds through grade 3)[6]; 2) NRO Migrant Child Development Centers in Pasco, which began when Washington Citizens for Migrant Affairs was funded by the Office for Economic Opportunity for day care, self-help, housing, and economic development. WCMA had nine day care centers in six eastern Washington counties during the later part of the sixties[7]; and 3) Neighborhood House Child Care Services in Seattle, an agency which joined with Seattle Day Nursery to institute a Head Start day care center and the Day Care Home Program for low-income families in public housing.[8] Other program components were also added with federal grants, such as nutrition, sponsored by the United States Department of Agriculture (USDA), and after school care, created with supplemental funds called Washington State Urban Racial Disadvantaged Education Programs (URDE).[9] United Good Neighbor, now called United Way, contributed largely to the growth of community services.

The sixties also marked the foundation of three distinct avenues of service provision. First, in 1963, family day care providers in King County organized the first Family Day Care Association in the country. Through support services such as publications, training, and insurance plans, the organization increased the number and range of family day care home services.[10] Second, the philosophy and practices of Dr. Maria Montessori were taught by E. M. Standing at Seattle University, and several schools were established to promote the Montessori Method. Other independent, pre-elementary schools offered alternative educational programs, including those for gifted and handicapped children.[11] Finally, the first employer-supported child care program in the state was started by the Green Giant Company in 1966. The firm provided trailers, and later a farmhouse, for the children of workers at the Pasco plant. In cooperation with the Educational Institute for Rural Families, company contributions facilitated program expansion to Basin City and Walla Walla.[12]

Early childhood education in the 1970's was distinguished by the conception of campus child care centers at the two and four year public colleges and universities through the state. The majority of the programs were established in the early 70's, with the exception of Highline Community College (1968) and Washington State University Center (ten years later in 1978).[13] In 1979, Governor Ray designated the Bureau of Children's Services as the state agency which would support local activities throughout the International Year of the Child.[14] In January, 1980, more than 200 people testified in Seattle before a federal panel as part of the White House Conference on Families. Delegates to the Los Angeles conference (other major conferences were held in Baltimore and Minneapolis) were nominated at the March state conventions through a unique combination of peer and gubernatorial selection. Issues included in the final recommendations to the President, Congress, and the nation were concerns of single parents, economic matters, education, and child care.[15]

Legislation

Washington's state legislation and implementation of federal public laws have created opportunities for children's growth as well as guided the work of state agencies and programs. On August 14, 1935, the Social Security Act was signed into law, providing for a Federal-State partnership to promote maternal and child health, a similar partnership to provide a full range of medical care for handicapped children, and a special fund, administered by the Children's Bureau, to demonstrate effective ways of offering maternal and child health services. Title V of the Act also included grants to states to extend and strengthen public child welfare services.[16] In 1967, the Social Security Act was amended to allow the federal government to match on a 3:1 basis state dollars used to fund day care of children whose parents were past, current, or potential recipients of public assistance. Title IV-A expenditures permitted allocation of matching funds to states for community action and manpower training programs; by freeing parents to work, day care was viewed as a means to reduce the number of families on public assistance.[17]

Resources to support child care and early childhood programs at the state level became available through a variety of federal enactments.[18] They include:

> Head Start Program of the Equal Opportunity Act of 1964, designed to offer a full range of educational, nutritional, health, and social services for preschool children of low-income families, thus overcoming educational disadvantages before entering kindergarten;
>
> Title I of the Elementary and Secondary Education Act of 1965, a school enrichment program for educationally deprived children;
>
> Adult Education Act of 1966, authorized funds for support services including child care to educational institutions for adults who had not finished high school;
>
> Title XX of the Social Security Act of 1975, determining state grants for child care services for recipients of Aid to Families with Dependent Children and other income-eligible families. Eligible programs contracted with the Department of Social and Health Services, the state agency charged with distributing Title XX funds;
>
> Educational Amendments of 1976 (Public Law 94-482), administered by the Department of Education, provided funds for day care for children of students in secondary, postsecondary, and vocational programs;
>
> Education of the Handicapped, Public Law 94-142 (1975), legislation to abolish the exclusion of handicapped children from public education.

Comprehensive Employment and Training Act Amendments of 1978, which enabled displaced homemakers, single parents, and other individuals participating in employment and training programs to receive child care support payments. Funds could also be utilized for child care personnel training.

Licensing is the state's mechanism to assure protection of all children who must spend time away from their own homes and away from the direct care and supervision of their parents. The first child care licensing act in the state was enacted in 1937. Licensing responsibility was vested in the Child Welfare Division of the Department of Public Assistance, now Department of Social and Health Services (DSHS). This statute was declared unconstitutional in 1950 on the grounds that undue rule-making authority had been granted to an administrative agency without sufficient statutory guidelines. The second licensing act was passed by the Washington State Legislature in 1951. This act overcame the legal deficiencies of its predecessor, but still identified no penalty for operating a day care facility without a license, and centers operated by churches were exempt from the action. In the present law, enacted in 1967, certain facilities are still exempt from licensing. Because the statute stipulates that only "minimum" licensing regulations are to be enforced, the term is subject to differing interpretations. Numerous legislative thrusts during the seventies have attempted to reflect a more comprehensive view of care for children, and for specific standards for defining "quality" of service.[19]

Special Education has been extended in Washington, largely as a result of parent interest groups. Currently, the state has a permissive legislative mandate for handicapped children before the age of five years. House Bill 90, Washington's Education For All legislation of 1971 gives the federal Public Law 94-142 its name. The bill provides that all handicapped children in the state will receive an appropriate education at public expense. Administered through the Office of Superintendent of Public Instruction (OSPI), activities include implementation of legislative guidelines, technical assistance to preschool handicapped programs, and Childfind, a recruitment and evaluation process for handicapped children, 0-21 years of age. Interagency coordination is also a primary function of OSPI, and in 1978, the agency signed an interagency agreement with

DSHS which defines the roles and responsibilities for preschool handicapped children. DSHS will be accountable for services to the 0-2 year old population, and OSPI will be responsible for services for 3 and 4 year old children.[20]

Several amendments to the present statutory requirements will be presented during the 1982 Legislative session. They are included in House Bill 758, and Senate Bills 3007 and 4434. A comparative analysis of the bills, addressing licensing/registration requirements, standard setting authorities, and inspection/enforcement authorities, is contained in the Appendix.[21]

Coordination

The availability of federal funds to states and localities during the 1960's on such a massive scale highlighted the need for coordination of government services at all levels and for collaboration between public and private, non-profit resources in community planning. Consequently, in 1967, Congress established the Federal Panel on Early Childhood, with representation from all major government departments. The panel developed a preliminary plan for a "paragovernmental" structure known as the Community Coordinated Child Care Committee (4C's).[22] The first 4C Committee in Washington was organized in King County in 1968, and 21 local affiliates around the state soon followed. In 1971, Model Cities money funded a statewide 4C Council, charged with assisting cities in the state in expanding services to children and families. 4C Board membership included public agency representatives, providers, and parents, who were considered "consumers" of those services.

To implement the 4C concept, the Panel awarded pilot grants to local committees which demonstrated a capability to organize their communities around children's issues. King County received such a grant, and with additional support from Region X, Administration for Children, Youth, and Families (ACYF), through a Housing and Urban Development grant to the Department of Social and Health Services, the 4C Council undertook: 1) a research program which analyzed all aspects of day care using a needs assessment process, and 2) an advocacy program which reviewed proposed legislation of day care regulations. Discussions were initiated with local officials on possible implementation of the federal "Comprehensive Child Development Bill." The veto of this bill by President Nixon in 1971 instigated a series of state cutback measures affecting the local 4C Committee's role throughout two years of reduced federal support to family services. Funds were redirected into Regional Offices, and most recently, the Washington chapter of the American Association of University Women has been the recipient of 4C funds to organize a network of local social service organizations.[23]

In August of 1972, the State 4C Council was assigned to the Community Organization Division of the Washington State Office of Economic Opportunity, which was already responsible for administration of child development programs such as Head Start. (In 1969, OPSI was charged with the administration of Follow Through, which assisted children in making the transition from Head Start into the public kindergartens.) By November, the Council and WSOEO had obtained a federal Integrated Grant, which would serve as the funding base of the Child Development Planning Project. Formally created by Governor Evans' Executive Order on July 1, 1973, and located within the Governor's Office of Community Development, this major project strengthened state and local 4C operations and coordination of activities between all levels of government.[24]

The CDPP did not operate or administer direct service programs. Its three basic functions were: 1) to assist local communities in defining their needs and setting their own priorities; 2) to coordinate services provided by state agencies; and 3) to develop policy based on input from community groups and state agency personnel. From its inception, the CDPP emphasized involvement of local groups. The office worked closely with community child care committees and had a growing connection with elected officials and planning bodies. Local groups offered considerable input into the design of the needs assessment instrument and the Child Development Planning Model (from the CDPP), which captured the spirit of the Governor's "Washington Partnership." CDPP also provided technical assistance to communities and assigned VISTA volunteers to work with local child care organizations in the planning and coordination of children's programs.

The lack of sufficient and secure funding, and the limited number of staff members forced the CDPP to close its offices on June 30, 1975.

However, the project did stimulate a concern and initiate a process for planning of family services in the state that ultimately impacted all levels of government.

Training and Certification

From the state's awareness of early childhood education programs during the sixties came the identification of a knowledge base and skills required to teach young children. Prior to this time, the University of Washington, Central Washington University, and Washington State University operated small laboratory schools to provide students with on-site, practical experience in conjunction with the child development theory that was emerging out of research efforts. Under a 1964 grant to the University of Washington, an extensive campus facility, the Seattle Model Preschool, affiliated with the Child Development and Mental Retardation Center, was constructed.[25] With the rise of the community colleges, throughout 1967 and 1968, the parent cooperative system spread to all parts of the state. The staff of Home and Family Life Departments at Seattle Community College defined competency areas which could be used in both training and assessment of students. Two-year degree programs were implemented at college locations including Seattle, Spokane, Fort Steilacoom, and Clark County. Montessori teacher education courses were initially offered through private providers, prior to the establishment of a formal preparation procedure at Seattle University in 1972.

A major project of the Child Development Planning Project demonstrated that a network approach to provide training resources to family day care providers and foster day care parents was possible. Through the community college and voc-tech systems, a Title XX training project was created in 1974, extending the job preparation capabilities of Family Life Departments. The training of day care providers - center-based, family day care, and foster care - has continued to this day as an outcome of the project's leadership.

In 1975, through the work of the CDPP's Interagency Task Force, the Child Development Associate Credential was written into the Day Care Licensing Code as a viable option for day care administrators to meet educational requirements.

The Child Development Associate Program is a competency-based, national effort to train, assess, and credential child care staff. The state of Washington began field-based competency training during the fall of 1974 through the community college system. The Head Start Training Office, based at the University of Washington, facilitated the incorporation of the CDA competencies into the course offerings at educational institutions through subcontracts with as many as fifteen community colleges. In addition, a small state vocational grant was made available to specific community colleges to write curriculum materials incorporating the CDA competencies. DSHS has used Title XX money to provide, on a pilot scale, CDA training for day care staff through the community college system as well.[26]

The current certification of teachers for the "common schools" does not insure or necessarily include certification for early childhood personnel who have responsibilities for children, ages 0-8, in the variety of educational settings outside the traditional kindergartens or primary schools. More specifically, existing Washington state teacher certification standards do not speak to the competencies demanded of early childhood teachers, ages 0-5, and those working with young handicapped children. Because of this issue, over a period of several years, specific task force groups across the state have worked to move toward a state certification procedure for teachers of young children. Comprised of faculty from one, two, and four-year postsecondary institutions, the Washington Association for Educators of Personnel in Early Childhood Programs (WAEPECP) began to organize its efforts toward a competency-based state certification and for a definition of quality standards for early childhood programs. The organization published "position booklets" addressing both concerns. In 1978, the WAEPECP met with representatives from DSHS, the Department of Licensing and the OSPI. As an outcome of that meeting, the group presented the credentialing question before the State Board of Education in 1979. It proposed that both levels and types of certificates be developed and be required for the diverse levels of competency demanded of personnel who work with children, ages birth through eight years.[27]

Also concerned with certification standards procedures for preschool teachers is the Special Education Advisory Council: Early Childhood Task

Force Subcommittee on Certification. This group adopted a resolution in December, 1978, stating that the development of certification standards for teachers of preschool handicapped children is essential in that preschool programs for handicapped children are increasing in number and becoming a part of the existing school structure, and because both Public Law 94-142 and House Bill 90 stipulate that all handicapped children from age 3 through 21 should receive a publically funded education.[28]

Current Issues

Awareness of early childhood education is increasing in Washington state. Several major surveys have been conducted in Bellingham,[29] and by both the City of Bellevue[30] and the University of Washington[31] to determine provider and consumer attitudes toward childcare. However, this interest is countered by fiscal realities of reduced state revenue due to economic conditions. Although specific reductions will not be determined until the Legislature completes its 1982 sessions, proposed cuts give reason for deep concern. A recent study by the National Governors Association reveals that 30 states expect to face budget deficits this year. Washington is one of those states; its federal funding is being cut by more than $400 million.[32] The Council of State Governments reveals that the nation's governors and legislators rate their most pressing issues as state budgets, interpreting the "New Federalism," unemployment, economic development, and the delivery of services through block grants.[33]

Funding reductions for educational programs to kindergarten-through 12th grade students in Washington is approximately 1%.[34] While school officials noted that legislators have not altered the basic education funding formula, they also acknowledge that only the immediate problems were resolved during the special session. Efforts to restore a supplemental budget for basic education will be a top priority when the Legislature reconvenes in January 1982.[35]

Beyond public school budget cuts, social service programs are being restructured in response to 1981 federal legislation creating block grants. Block grants eliminate federal program mandates and permit consolidation of federal funds into broad categories for distribution by the states. The Reagan administration maintains that this approach gives states the flexibility to establish their own priorities and to tailor programs to fit local needs. Washington was supportive of President Reagan's plan to combine social service cuts with block grants. Governor Spellman's office lobbied for maximum consolidation of federal programs and minimum restriction on block grants.[36] DSHS has based their allocation of federal resources on identified priorities. Beginning in May, 1981, the agency evaluated and prioritized state and federal programs as a total package. Public hearings were held, and both DSHS and the Governor's office received citizen input regarding the planning process. Consequently, state money now supplements reductions in federal funding for programs such as vocational rehabilitation and refugee assistance. Other priority services have been grouped into three categories: 1) Basic Life Support Services (protective services for children, aging, and mentally disabled persons; financial assistance for needy families and individuals; residential care; and medical care); 2) Services to Avoid or Reduce the Need for Basic Life Support Services (employment, counseling, and training, crisis intervention, community outpatient services, and family planning); and 3) Services Designed to Improve Access to the Service Delivery System (Information, referral, and advocacy for elderly persons, pilot/demonstration projects, and outreach).[37]

Change in the status of Washington's family and children's service system is inevitable. Revised federal funding structures, a review of licensing regulations governing both family day care homes and child care centers, and critical emphasis on the state's tax structure are influencing factors. The historical framework and concerns pertaining to legislation, coordination, and teacher credentialing addressed in this section will serve as a base of reference in guiding Washington state and the early childhood profession during the period ahead.

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RELEVANT RESEARCH

On 48 measures of school and life success, an 18 year, 3 million dollar study conducted by the High/Scope Educational Research Foundation shows that by age 15, the latest age for which complete evidence is available, children who had attended a quality preschool on average significantly out-performed children who had not. Major findings are that:[1]

* *Children who had attended preschool scored higher on reading, arithmetic, and language achievement tests at all grade levels than children who had not. By age 15, children who had attended preschool tested 8% higher, or the equivalent of more than one full grade better than the children who had not attended preschool.*

* *By the end of high school, only 19% of the children who had attended preschool had been placed in special education classes, as against 39% of those who had not. This constitutes a 50% reduction in the need for such services.*

* *Children who attended preschool showed less tendency to display antisocial or deliquent behavior in or outside of school. 36% of the 15 year olds who had attended preschool admitted to five or more offenses, as against 52% of those who had not.*

* *Children who had attended preschool were more likely to hold jobs after school, a hopeful sign that the effects of preschool will extend to employment and other kinds of success beyond the classroom.*

* *The long-term benefits of preschool outweigh the costs. The study demonstrates that a public school which invests approximately $3000 for one year of preschool per child begins to recoup its investment immediately, in savings on special education and other special services. A year of preschool is substantially paid for, with interest, by the end of a child's school career. This return on investment does not include savings to society in lower delinquency rates.*

* *Although the data are incomplete, early indications are that children who had attended preschool, now aged 18 to 22, will show a higher high school completion rate, a greater likelihood of attending college, less tendency to use welfare, higher employment, and lower arrest rates than those who had not.*

Familiarity with authoritative research is basic to the development of policy and program strategies. A review of the literature concerning early childhood education research can be organized into three broad categories:

1) the impact of early education on the cognitive and social development of the child;

2) the impact of early learning on the family and the critical role of parents in children's early years; and

3) increased savings to the state as a result of early education.

The importance of early experience in human growth and development has been documented by an array of disciplines including education, psychology, psychiatry, pediatrics, anthropology, sociology, and nutrition. Due to the parameters of this study, major emphasis has been placed on research having implications for programs of early childhood education.

The Significance of Early Childhood Cognitive and Social Development

The application of the scientific method to research involving children was initiated at the start of the 20th century when Binet demonstrated by normative studies of mental ability that differences in children's mental levels affected school achievement. As a result, the concepts of chronological age and mental age were incorporated into most subsequent investigations. Descriptive studies of child development by Gesell (1912) first identified age-related behavior by years. Later, Jean Piaget, Swiss epistemologist (1937) organized the various aspects of human growth, i.e., physical, intellectual, social, and emotional development, into a sequential framework, noting four distinct stages: 1) sensory motor stage (0-2 years), 2) pre-operational stage (2-7), 3) concrete operations stage (7-11), and 4) formal operations stage (11-15). Piaget's theory was a dominant influence on later research and programs concerned with child development.[2]

The 1950's were a decade of reform in American educational history, a period that profoundly influenced beliefs about the education of young children. From the secondary level down to the elementary schools, revised curriculums emphasized academic disciplines such as mathematics, natural science, and foreign languages. The relevance of a research shift, from concern with developmental groupings of behavior to an exploration of cognitive structures underlying early childhood education, is evidenced in the work of Jerome Bruner. Bruner's hypothesis states that "any subject can be effectively taught in some intellectually honest form to any child at any stage of development" (1960).[3] That hypothesis provides a theoretical foundation for addressing cognitive growth in the preschool years and further substantiates Piaget's research of the sequential stages of child development. J. McVicker Hunt (1961) also reinforced this conclusion.[4] Hunt maintained that a child's intelligence is limited or promoted by environmental factors, counter to traditional belief that I.Q. is a fixed quantity predetermined by genetic forces. Hunt summarized data regarding the effects of experience on intelligence and concluded that inadequate skill development may be due, in large part, to experiential deficits. He suggested that the kinds of encounters a child experiences during the early years may significantly affect his intellectual development.

The implications of preschool experience to later "readiness" were thrust dramatically into controversy with the 1964 publication of Stability and Change in Human Development.[5] Author Benjamin Bloom's research involved statistical analysis and evaluation of approximately 1000 longitudinal studies completed in the U.S. prior to 1962. By plotting the developmental pattern of individual characteristics, Bloom was able to establish a growth curve. Half of a child's future height, for example, is reached by the age of 2½ years. In terms of intelligence measured at age 17, Bloom reported that at least 20% is developed by age 1, 50% by about age 4, 80% by age 8, and 92% by age 13. The Bloom studies concluded that:

> "Intelligence is a developmental concept, just as height, weight, or strength. There is increased stability in intelligence measurements with time. However, we should be quick to point out that by about age 4, 50% of the variation in intelligence at age 17 is accounted for. This would suggest the very rapid growth of intelligence in the early years, and the possible great influence of the early environment on this development." (Bloom, 1964)[6]

A corollary of these basic findings is that the impact and influence of the child's environment is greatest during the period of most rapid development, and this influence diminishes during the period of slower development:

> "We would expect the variations in the environments to have little effect on the IQ after age 8, but we would expect such variation to have marked effect on the IQ before that age, with the greatest effect likely to take place between the ages of about 1 to 5."

> "At later stages in the development of a chracteristic," Professor Bloom writes, "only the most powerful and consistent environments are likely to produce marked changes in the individual."(1964)[7]

Bloom's research had profound influence in an era concerned with inequality. It explained intellectual "limitations" of children from deprived home settings, and provided the rationale for a national commitment of compensatory education for disadvantaged children of preschool age.

In the 1960's, research proceeded logically from a recognition of the impact of the environment on child development to studies of the effects of special interventions to counter the environment or shape it. With significant numbers of children available through Head Start and Titles I, III, and IV of the ESEA programs, large sample research gained tremendous momentum that guided practice through the remaining years of the sixties and seventies. The evidence gathered by researchers demonstrates clearly that the Head Start program, like other extensive preschool programs, has an immediate positive impact on children's adjustment to school and on their intellectual competencies (Gray and Klaus, 1966).[8]

Jerome Kagen (1976) presented data which suggest that the harmful effects of early deprivation can be reversed later on. He argued against the "doctrine of irreversibility" by pointing to studies both in this country and abroad which show that even severe deprivation during the first one, two, or even three years of life can be remediated either by later educational and cultural opportunities or even by maturation.[9]

In 1975, the Consortium for Longitudinal Studies was formed under the leadership of Dr. Irving Lazar. Twelve investigators, members of the Consortium, collaborated by pooling initial data from their respective longitudinal studies of low income children enrolled in experimental preschool intervention programs in the 1960's. All original data collected by the projects prior to joining the consortium were reanalyzed by an independent research group at Cornell University, which had not itself designed or carried out an experimental preschool. Using a common format developed by the consortium, each project collected followup data in 1976-77 which was also analyzed at Cornell. By combining the findings of these studies significant results were obtained documenting that investment in early education has long term benefits in four areas:

1) Special Education Assignment. Early education significantly reduced the number of low income children assigned to special education classes, regardless of their sex or ethnic and family background.

2) In-grade Retention. Children who participated in preschool intervention programs were more likely than control children to meet at least the minimal standards of their schools.

3) Cognitive Measures. The increase in IQ scores at age six shown by children who had participated in prekindergarten programs was attributable to that experience, independent of the effects of sex, initial IQ score, and the various measures of family background.

4) Social Indicators. Treatment children were more likely than control children to give achievement-related reasons for being proud of themselves. Older treatment children rated themselves to be better students than their peers and tended to have more realistic vocational aspirations.[10]

The most recent findings are those released by the High/Scope Educational Research Foundation (1980), which opened this section. One of the projects involved in Lazar's Consortium, the Foundation's Perry Preschool Project is cited as "an outstanding example of what a partnership between government, the public schools, and foundations can accomplish when they work together toward the solution of basic problems besetting the society."[11] Although the data are incomplete, early indications are that economically disadvantaged children (now aged 18-22) who had attended preschool will show a higher high school completion rate, a greater likelihood of attending college, less tendency to use welfare, higher employment and lower arrest rates than those who had not. Project directors Weikart and Schwenhart speculate that the early childhood education program set up a "chain of cause and effect."[12] The children improved their cognitive ability through preschool, so that their initial contact with the next level of schooling was positive, and they experienced greater success in the following years. As a result, they became more committed to schooling and demonstrated higher achievement - a success-oriented role that was reinforced by teachers, parents, and peers. Being more strongly directed toward school success, they engaged in deviant behavior less frequently.

A longitudinal evaluation of the effects of participation in the State of Maryland's various program models of early education serves to extend these conclusions to programs under a wide spectrum of sponsorship. Dr. Leon Rosenberg of the John Hopkins University School of Medicine, under contract to Maryland's State Department of Education, compared participants in the preschool programs of nine Maryland counties and Baltimore City with two control groups which did not participate in any structured educational programs at age four.[13] (Half the control group children had stayed home when they were four. The other half were in groups where they played with other four year olds, but where no attempt was made to present an organized, educational program.) Following children from 1973 through the 1977-78 school year when they completed 3rd grade, the study demonstrated highly significant growth in all areas measured immediately after completion of the education program for 4 year olds. Children in the control groups, including those exposed to group experience without an educational program, did not demonstrate significant growth on any of the measures of intellectual and behavioral functioning. Findings showed that participants in the educational programs for four year olds were better informed, understood meanings of more words, could deal more effectively with concepts, were better able to recognize letters and numbers, could use a wider range of language to express themselves, were proficient at listening to and comprehending a story, had developed more self-respect, and were better able to cooperate with one another in groups. The results of the Iowa Test of Basic Skills, administered in the latter half of the third grade as part of a statewide testing program showed continued achievement on the part of the children who had participated in educational programs as four year olds and at a level superior to that of the control group of children who had not participated in such programs. Using a grade equivalent level of 3.0 or more as the definition of successful reading achievement, examination of the Iowa test scores showed 63 percent of the study group in that category, while only three percent of the children in the control group scored at that level. The test results are of even greater significance given the background of the children who participated in the study. All of the children involved in Dr. Rosenberg's study were from poverty-stricken families, some residing in rural areas and others in urban areas. Most of these families were receiving public assistance, and all met low-income eligibility criteria established by the local school system.

Early childhood intervention programs for preschool handicapped children have received increasing attention since the passage of Public Law 94-142, the Education for All Act (1975). Prior to the legislation, intervention data reported by Kirk (1965) and Skeels (1966) served as a major impetus to the early intervention movement. Kirk reported a series of studies in which young mentally retarded children were provided a preschool educational program. His conclusion was that intervention served to reverse the depressed growth pattern seen in children who received no intervention. Skeels, in a well-known study, conducted a 21-year follow-up of children differentially placed in an orphanage (little adult attention) or a state institution for the mentally retarded (a great deal of attention from the staff and the older girls in the ward). Children placed in the more stimulating environment demonstrated dramatic long-term differences in independent living skills and educational attainment.[14]

More recent data have been presented to indicate that early and continuous intervention is indeed effective. Hayden and Haring (1976) report preliminary data showing that school-aged children with Down's syndrome who received special education as young children or infants perform better than Down's syndrome children who receive no early intervention. Research on eventual placement of graduates of the Model Preschool Center for Handicapped Children at the University of Washington indicates that 36.45% of those children who have been in Center programs are now in regular class placements.[15]

In summary, current research indicates that early childhood education has a positive impact on:

- -the growth of intelligence in early years;
- -the lasting assimilation of children into the school system;
- -the achievement of higher academic scores;
- -the incidence of anti-social behavior;
- -the number of children retained or assigned to special education programs;
- -the increased potential for employment in later life;
- -the elevation of parent's aspirational level for their children; and
- -the growth patterns of handicapped children.

Research studies of this scope and extent have not been conducted for middle class, non-handicapped children, it is not known how much of the available information can be generalized to this population. The widespread use of preschools of all types is a measure of the value parents place on such experiences.

Parent-Child Intervention Research

During the 1930's and 40's, preliminary attention was devoted to child development as the result of environmental impact. Through new research techniques of interview and observation, it became evident that the socioeconomic status of a family was a specific determiner of the goals and expectations of parents for their children, as well as a determiner of the methods of childrearing. Using the field study method, Kurt Lewin (1930) documented the dynamic interaction of the child with the total environment, and the effect on behavior and growth.[16] For the first time, parents were seen as more than caregivers; they were viewed as teachers and models, and critical in stimulating development.

Until 1970, early childhood education research focused on those programs which provided stimulating experiences for children within a center environment. The programs tended to be child-oriented and involved parents to a minimal degree. However, the results of several studies indicated that intervention programs which work only with children fail to produce lasting effects (Biber, 1970).[17] Research on family-focused intervention programs, designed to enhance parental skills, has demonstrated increased IQ and language gains in children. White (1973) documented the greater the degree of parent involvement, the more long-lasting the effects.[18] In an intensive review of nine parent and child-focused studies, Urie Bronfenbrenner, of Cornell University, summarized the results as follows:[19]

1) Parent-child intervention resulted in substantial gains in IQ which were still evidentthree to four years after termination of the program (Gordon 1972).20

2) Parent intervention was of benefit not only for the target child but also for younger siblings (Gilmer, 1970[21]; Klaus and Gray, 1970[22]).

3) By the time the child was 5 years old, parent intervention appeared to have little effect so far as gains in intellectual development are concerned. But children who were involved in an intensive program of parent intervention during, and especially prior to their enrollment in preschool or elementary school, achieved greater and more enduring gains in the school group program (Gilmer, 1970[23]; Gordon, 1972[24]; Radin, 1972[25]; Stanford Research Institute, 1971[26]).

4) Parent intervention influenced the attitudes and behavior of the mother not only toward the child, but in relation to herself as a competent person, capable of improving her own situation (Gilmer, 1970[27]; Gordon, 1973[28]; Karnes, 1970[29]).

Today as in the past, the basic socialization of the young child is regarded as an imperative function of parenting, within concentric rings of family, community, and society. Therefore, the evidence indicates that the involvement of the child's family as an active participant is critical to the success of an intervention program. Without such family involvement, any effects in early childhood education, at least in the cognitive sphere, appear to erode fairly rapidly once the program ends. In contrast, the involvement of parents "as partners" provides an on-going system which can reinforce the effects of the program while it is in operation and help sustain the gains after the program ends.

Economic-focused Research

With increased inflation and cutbacks in available funds for human resource programs, the issue of cost-effectiveness has become an essential target in policy analysis. This recognition has generated a new dimension of research focused on the cost of programs and dollar return on investment.

In the late 1970's, the U.S. General Accounting Office (GAO) conducted a nationwide review of early childhood and family development programs.[30]

The final report to Congress was released in February, 1979. A central conclusion of the report was that such programs can result in reduced health, social and educational problems in young children that are expensive and difficult to overcome in later years. Other potential cost-benefits of early childhood and family development programs were:

1) A reduced need for spending for overcoming educational and health deficiencies in children;
2) A reduced long-term dependency on the public welfare system;
3) Reduced school failure leading to a reduction in unemployment;
4) Creation of multiple professional and paraprofessional jobs;
5) Improved self-sufficiency of families;
6) Higher projected lifetime earnings of children enrolled in the programs;
7) Reduced costs associated with crime and rehabilitation programs.

The GAO report concludes by recommending that Congress consider these cost-benefits in any deliberations on comprehensive child and family legislation.

In addition to detailing the effects of early childhood education on children, the High/Scope Foundation's Perry Preschool Project also provides an economic cost-benefit analysis.[31] Specifically, the cost of operating the Perry Preschool (all amounts expressed 1979 dollars) was $2,992 per year per child, a total of $5,984 for the two-year program. The benefits were:

1) $668 per child from the mother's released time while the child attended preschool (the value of the mother's time doing other things was estimated to be $3.34 an hour);

2) $3,353 per child saved by the public schools because treatment children required fewer years of special education; and

3) $10,798 per child in increased lifetime earnings projected from educational status.

These benefits total $14,819 per child. Weighed against the cost of program operation, the benefits amounted to a 248 percent return on the original investment (Schweinhart, 1980).[32]

The largest benefit found in the Perry Preschool economic analysis was the projected increase in lifetime earnings of persons who attended preschool. Using data from the 1970 census, personal incomes were projected from the years of schooling these individuals were expected to complete. Since the intervention virtually cut in half the percentage of persons placed in special education, it was assumed to have increased their successful years of schooling as well.

The project concludes, then, that the long-term benefits of preschool outweigh the costs. The study demonstrates that a public school which invests approximately $3,000 for one year of preschool per child begins to recoup its investment immediately, in savings on special education and other special services. A year of preschool is substantially paid for by the end of a child's school career, and this return on investment does not include programmatic savings in lower delinquency and incarceration rates.

Potential economic benefits of full-time child care programs relate to the family as well as the child. The University of Central Florida recently completed a two-year study of the economic impact of child care assistance on low-income families receiving AFDC payments (Hosni, 1979).[33] The data showed that by enrolling in the 4C for Central Florida, Inc. child care assistance program, 49% of those receiving welfare were enabled to leave the rolls and join the labor force. Thus, government funding of child care reduced the tax money used for welfare assistance and also increased the tax base by adding new workers to the labor force. Freis and Miller (1981) report findings of a study in California examining the costs and benefits of state government subsidization of child care for a diverse group of families.[34] Among the findings: increased taxes assessed (63%), decreased public assistance expenditures (50%), and increasing ability of families to pay for child care (65%). The families became more economically productive, and the subsidies provided an incentive for some of the parents on public assistance to find work.

In short, this research indicates that the impact of providing child care services is economically valuable far beyond the dollar allocated. When a careful analysis is made of the increased taxes that can be assessed, of the reduced welfare costs, the increased ability of families to shoulder a share of the costs, the gross employment multiplier, the cost of service provision to the state is substantially reduced.

Concluding Statement

Research during the past three decades has demonstrated both the short- and long-term, positive effects of early childhood education programs on children's growth, on parenting ability, and on the state's economy. Interpretations of the findings place significant weight on: a) the value of an educational curriculum; b) the interaction of environmental factors with child development; and c) the monetary return to society on investments in early intervention programs.

Because the number of children in early childhood settings has increased significantly; because children are beginning child care experiences at an earlier age; and because parental needs for services are growing, a statistically and programmatically sound application of the research base becomes increasingly critical. The High/Scope project directors note that their findings show that children may make significant gains from any quality preschool program, whatever the program model. The Foundation research suggests that a quality program must include the following characteristics:

1) It must be well managed and monitored;
2) Parents should have substantial involvement in the child's education;
3) At least two adults should be in the classroom to provide overall classroom support and individual attention to the children (Class size is not as important);
4) There should be a high degree of teacher-child interaction, with the child initiating much of the activity;
5) The program should be organized around a specific curriculum, to provide a consistent basis for learning;
6) Teachers must be trained in the curriculum and should learn to work together as a team and under supervision;
7) The program must have an evaluation component where the emphasis is on maintaining quality on a day-to-day basis.[35]

The evaluation project of early childhood education conducted for the Maryland State Department of Education by Dr. Leon Rosenberg of John Hopkins University School of Medicine draws similar conclusions concerning the efficacy of various program models. Documenting substantive benefits accruing to pre-kindergartners in Maryland's diverse programs of early education, and underscoring the common element of "trained educators who understood and had experience working with young children," Dr. Rosenberg concluded that "when the teachers in any one of a variety of programs are well-trained in the way four year olds function, and when they believe in what they are doing, the four year olds benefit from the program."

The National Day Care Study (NDCS 1979) concurs with these findings. The NDCS found that higher quality care is associated with two ingredients - smaller groups of children, and caregivers having child-specific education/training. By itself, the number of classroom staff per group (caregiver/child ratio) was not an important contributor to quality within the policy-relevant range of 1:5 to 1:10. The National Day Care Home Study has shown that training does make a difference in the kinds of experiences and opportunities available to children in family day care homes, and are often used as surrogate measures of caregiver competence.[36]

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THE DECADE AHEAD

	National	State
Total Population	226,504,825	4,130,163
Children Under 5 (April 1, 1980)	16,344,407	305,859

Against a background of radical and abrupt political change and an austere fiscal climate, demographic trends confirmed by the 1980 census forecast further pressures on the early childhood community and those dependent upon its services. The 1980 U.S. population exceeded 226 million, with the labor force participation rate of women now close to 52%. For every 100 women in the total working age population, there were 14 more in the 1980 civilian labor force than there had been in 1960. With the exception of separated, widowed, or divorced women with no children under 18, women's labor force participation rates rose in every marital status category between 1960 and 1980, regardless of the presence and age of children. In fact the rate increased the most for mothers of children under six with a husband in the home. Forty-five percent are now in the labor force, as illustrated by Table 1.

Table 1

Labor Force Status of Women 16 years and over, by Marital Status and Presence of Children Under 6, March 1980. (Numbers in thousands)

Marital and labor force status	Total	Under 6 years		
		Total	3 to 5 yrs, none younger	Under 3 years
Women, 16 yrs. and over, total	86,048	13,580	5,311	8,269
In labor force	43,963	6,325	2,880	3,445
Labor force participation rate	51.1	46.6	54.2	41.7
Never married	17,814	683	224	459
In labor force	10,911	296	107	189
Labor force participation rate	61.2	43.4	47.9	41.4
Married, husband present	18,750	11,269	4,201	7,067
In labor force	24,466	5,067	2,161	2,906
Labor force participation rate	50.2	45.0	51.4	41.1
Married, husband absent	3,169	755	324	431
In labor force	1,881	391	210	181
Labor force participation rate	59.4	51.8	65.0	42.0
Widowed	10,479	100	59	41
In labor force	2,359	45	28	17
Labor force participation rate	22.5	45.6	1/	1/
Divorced	5,836	774	503	271
In labor force	4,347	526	373	153
Labor force participation rate	74.5	68.0	74.1	56.5

1/ Rate not shown where base is less than 75,000

Note: Due to rounding, sums of individual items may not equal totals.

Source: U.S. Department of Labor, Bureau of Statistics

Ten years ago as this author prepared a similar report for the model city of Columbia, Maryland, the statements and predictions concerning women in the work force were strikingly similar. Throughout the intervening years the accelerated pace has in no way diminished as substantiated by Table 2:

Table 2

Labor Force Participation Rates of Mothers, by Age of Children, Selected Years, 1950 - 1980:

	1950	1960	1970	1980
Women with children 6 - 17 yrs only	33%	43%	52%	64.4%
Women with children under six	14%	20%	32%	46.6%

1) includes women 16 years and older in 1970 and 1980; 14 years and older in 1950 and 1960. Data are for March of each year.

2) May also have older children

Source: U.S. Department of Labor, Bureau of Labor Statistics

While the "right" of mothers of young children to work remains an emotional issue in the United States, the indisputable fact is that they do. According to a well documented publication of the Population Reference Bureau, in 1980 only 27% of American families with children under 18 fit the description of the traditional picture of the American family -- father working, wife full time housekeeper. That figure drops to 7% when limited to families with four persons, mainly those with two children.

Divorce rates continue to rise in the United States. Nationally, according to the National Center for Health Statistics, some 1.18 million divorces were granted in 1979, almost three times the figure twenty years earlier. One of the results of the high incidence of divorce is that an increasing proporation of this nation's children live in one parent families. In March of 1980, one of every five families with children under 18 was maintained by a single parent compared to one in nine families in 1970. Nationally, the number of one parent families increased by 3 million between 1970 and 1980. This increase, too, has been most rapid among families with children under six. In Washington

State it is estimated that approximately 17% of the children under 18 are in single parent families, 90% of which are families headed by a female. In those Washington families headed by a female, 40% of the children are under six.

Nationally, of the 62 million single parent families, two out of every five have incomes below the poverty level compared to one out of every 17 two parent families. Families headed by women accounted for 11% of all households in 1980 and for 48% of all poor families. About 24% of families with female heads had incomes of less than $5,000. A significant factor in the disproportionate figures is the one ratio that seems impervious to change. Women's earnings for full year round work is about 60¢ for every $1.00 earned by men who work the same amount. This ratio has remained the same since 1955 when the government first started keeping such data. In fact, among full time year round workers in 1979, the average income for women with Bachelors and advanced college degrees was still less ($14,735) than the average for male high school dropouts ($14,806). Adding to this stress, child support payments were received by only half of the 3.4 million mothers to whom they were due in 1978; 28% of those awarded childcare received no payments at all, the remainder received less than the awarded amount.

In 1980, increasing numbers of women are seeking advanced educational opportunity. The sharp increase in college enrollment was primarily due to growth in attendance by women. Between 1970 and 1980, the number of women ages 14 to 34 years old enrolled in college increased by 2.1 million reversing the situation that existed in 1970 when men outnumbered women in college enrollment. While more women than men attend college, more men attend fulltime; one reason, perhaps, for campus child care proponents citing child care as an issue in the equity of educational access. In general, the educational level of the populace continues to improve. Among all men and women, 25 to 34 years of age in 1980, 86% were high school graduates (compared to 74% in 1970) and close to half of those who had completed one or more years of college were college graduates.

Young children, too, are changing enrollment statistics. Although the number of three- and four-year-olds declined by 15% during the 1970's, nursery school enrollments have almost doubled over the past decade reaching two million in 1980, significantly above the 1.1 million enrollment of 1970. Census reports hypothesize that "this rise in nursery school enrollment may have occurred because of the increasingly recognized value of preprimary education as well as the growth in employment of women with young children." According to the National Center for Education Statistics, "In 1980, 53% of the 3- to 5-year-old population (almost 5 million children) were attending nursery schools or kindergartens compared with only 38% in 1970." By age in years, enrollments were reported at 84% of 5-year-olds (85% in public schools). 46% of the 4-year-olds (over 50% in private facilities), and 27% of 3-year-olds (75% in private schools). Table 3 illustrates the public and private divisions among these categories.

Table 3

National Preschool Enrollment of 3-, 4- and 5-Year Olds

	3 - 5 yr. olds	3 yrs.	4 yrs.	5 yrs.
Total Population	9,284,000	3,143,000	3,072,000	3,069,000
Nursery[1]		825,000	1,064,000	93,000
Kindergarten		32,000	359,000	2,505,000
Total		857,000	1,423,000	2,598,000[2]
		27.3% of 3 yr. olds	46.3% of 4 yr. olds	84% of 5 yr. olds
Public and Private Nursery/ Kindergarten Enrollment				
Public		237,000	602,000	2,228,000
Private		621,000	821,000	370,000

[1] educational programs

[2] does not include 5 year olds in first grade

Source: National Center for Educational Statistics, Department of Health and Human Services, Washington, D.C., personal communication, December 23, 1981.

Preschool and kindergarten enrollments in 385 private schools* approved by the Washington State Office of the Superintendent of Public Instruction have accounted for one-third of the total enrollment growth

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* consists of preschools and kindergartens, part of private schools operating any or all grades 1 - 12 approved by the State Board of Education pursuant to RCW 28A.02.201 and Chapter 180-90 WAC.

(38.8%) in those schools since 1973. In October 1973, prekindergarten through grade 12 enrollment in approved private schools was 43,615 students and in 1980 the enrollment was 56,319 students. Of the 12,700 increase, 4,900 occurred in preschool and kindergarten. The 1980 preschool enrollment in those approved schools was 2,770.

In 1980, there were 305,859 children under the age of five in Washington, an increase of 25,000 since 1970. There were an estimated 60,000 three-year-olds and 59,000 four-year-olds on January 1, 1981. By 1990 that figure is projected to reach a combined total of 154,000 (± 8,000). Nationally, the Office of Human Development Services predicts an increase from 16.3 million to 20 million children under age five by 1990. The increase is attributed primarily to the large numbers of women born in the post war baby boom now passing through their prime childbearing years. There are currently 6.4 million more women of childbearing age in the United States than there were a decade ago.

Projections of preprimary school enrollment of 3- to 5-year-olds published by the National Center for Education Statistics indicate continued increases in the decade ahead. See Table 4 below:

Table 4

Preprimary School Enrollment of 3 to 5 Year Olds, By Age Group, 1981 to 1989 (In Thousands)

Year	Total	3 yr. olds	4 yr. olds	5 yr. olds
1981	4,770	834	1,427	2,509
1982	4,963	885	1,503	2,575
1983	5,185	946	1,583	2,656
1984	1984	1,023	1,694	2,764
1985	5,790	1,089	1,786	2,915
1986	6,045	1,128	1,875	3,042
1987	6,274	1,180	1,946	3,148
1988	6,418	1,209	2,007	3,202
1989	6,559	1,255	2,063	3,241

Source: U.S. Department of Commerce, Bureau of the Census, unpublished tabulations and U.S. Department of Health, Education and Welfare, National Center for Education Statistics, _Projections of Education Statistics to 1988-89_, 1980.

Family and community networks available to previous generations of young parents have been severely curtailed by the mobility of today's society. Only 1.8 of the almost 1200 Washington parent respondents reported living in an extended family situation. Recognizing the need for family support, over 93% of the 2000 delegates to the 1980 White House Conference on Families approved the number one recommendation to the President calling for more family oriented personnel practices. Delegates challenged business and labor to consider new policies and practices in the workplace to reduce the conflict between responsibilities as employers and responsibilities as parents. Along with support for a variety of childcare options and for family life education, they asked for a hard look at flexible job schedules, more sensitive leave and transfer policies, and child care at the work site. Politically as well as economically, business and industry are being exhorted to address the child care needs of their workers through company owned, operated or externally subsidized child care and employee assistance. However, survey results indicate that a scant 3.6% of the Washington parents interviewed reported that their employers provided child care or preschool programs, and 2% of the 3.6% were in the military. An additional 3% of parents reported that their employers provided any other type of assistance with preschool or child care needs.

Less quantifiable, but discernable social, educational and technological trends can be expected to exert continuing influence on the types of services provided for young children and their parents in the decade ahead. The number of young children living with only their fathers, while still a relatively small percentage, has increased by more than one third since 1970. Publications and classes addressed to fathers of infants and young children indicate changing perceptions and practices in male and female parenting roles. Concrete evidence of an attitudinal shift are the emerging paternity leave programs for fathers as well as mothers established by such corporations as American Telephone and Telegraph, Proctor and Gamble, CBS and The Ford Foundation. The change in the male parenting role has been announced as the subject of a $350,000 international study to be conducted by prestigious Bank Street College.

While numbers of young men appear to have adopted an expanded concept of male parenthood, a small but acknowledged group of women in this county are electing motherhood without marriage as a conscious choice, an unknown quantity in the 1980 statistics indicating that 17% or one out of every 6 children in the United States is born outside of marriage.

Traditional concepts of early childhood programming as a center based model serving three-, four- or five-year-old children have expanded during the past decade to include home based and media based options and extended downward to incorporate infant and toddler development. Awareness of the significance of the early years is adding weight to the notion that education in its broadest sense is a responsibility of early childhood services whether provided by day care or preschool, regardless of program model or curricular approach. Provider training, educational preparation, credentialing and certification will continue to be issues in the economy conscious but educationally aware 1980's.

A relatively recent widespread sensitivity to the importance of parent involvement now contributes to a rising emphasis on the parent as decision maker with implication for alternative delivery systems and parent option assisted by information and referral services to match parent need with program availability.

Computer capability provides streamlined avenues for data collection and program linkage. Advances in media technology coupled with consumer access point to new channels for training and for transmission of parenting information.

An inflationary economy; new levels of education, aspiration, and work force participation among women; an increase in one parent households; the rarity of the extended family; the persistence of poverty; an enlarged preschool population; an increasing awareness of the potential and formative nature of the full span of the early years; and converging documentation of the substantive contribution of early education to high risk populations, all point to an increasing demand for early childhood services to meet the disparate needs of a pluralistic society.

Reduced federal spending, utilization of block grant funding, the State of Washington's economy, leadership, and emerging directions in the provision of family supportive services through technology and expanded concepts and strategies of service delivery are decisive factors in the capacity for response.

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Childcare helps parents get education

story by Cydney Gillis
photos by Peter Kuhns

Part two of four parts

Many student-parents see childca a tool of economic mobility. They w to get an education to put them ahead life, but are concerned about adequate care for their children while they atten school.

The state recognizes the poten financial aid to help people do does not have the same atti childcare. Parents assert aid doesn't cover all o costs. Even so, the education in grea before.

Althoug on the in ents, ing i

Big surge of students
Board won't boost fees for co-ops on parenting
Study begins on child care
Bellevue stepping into day-care 'confusion'
Child abuse volunteers getting results
Women convene over careers
By Lee Moriwaki Times staff reporter
By Pamela J. Webber Times staff reporter
By Rebecca Case

II. WASHINGTON STATE DEMOGRAPHICS

This report details, primarily in tabular form, the provisional demographic, school enrollment, and natality data pertinent to the objectives of the Early Childhood Education Study pending more detailed figures from the Bureau of the Census issuance of Washington State demographic data for 1980. It is estimated there were a total of 60,000 three-year-olds and 59,000 four-year-olds on January 1, 1981, in Washington State. Based on estimated future birth rates by female quinquennial age groups and age selective immigration rates during the 1980's, it is projected that there will probably be 77,000 each of three- and four-year-olds in Washington on January 1, 1990. If age selective immigration and age specific birth rates increase appreciably beyond the current estimates during the next decade there will be approximately 81,000 each of three- and four-year-olds in Washington State on January 1, 1990. If birth rates and immigration rates only show somewhat less increases than currently estimated it is anticipated there will be approximately 73,000 each of three- and four-year-olds on January 1, 1990. Even at these lower estimates, immigration will be at or drop only slightly below current rates and age specific birth rates will still be slightly higher than the current rates. Uncertain and lower economic conditions have, in the past, resulted in lower birth rates in Washington State and throughout the country. Changed family structure patterns, decreased housing availability, and increased housing costs, together with markedly increased female - male ratios in the labor force, all are depressing factors on future birth rates after the final wave of "baby boom" females pass through the prime childbearing ages from the mid-1980's to the late 1990's. A marked decrease in total births will result in the 1990's.

Table 1 shows the population changes in Washington State during the past 1970 to 1980 decade. The greatest numerical gain was in King County; the greatest percentage gain was in San Juan County. Only three counties (Columbia, Garfield, and Kittitas) showed losses. Counties of over 25,000 population with percentage gains above the state average were Benton, Clallam, Clark, Franklin, Island, Kitsap, Mason, Snohomish, Stevens, Thurston, and Whatcom.

Table 2 portrays the public school headcount enrollment changes in Washington State during the past decade. The only counties to show major enrollment gains (more than 1000 enrollee gain) were Benton, Clark, Kitsap, Stevens and Thurston. The counties with the greatest enrollment losses (more than 2000 enrollees less) were Cowlitz, Grant, King, Pierce, Snohomish, and Yakina.

The marked increase in kindergarten enrollment was in Spokane County (primarily due to the Spokane School District institution of kindergarten classes). It will be noted that although the school districts as a whole lost 61,172 total enrollees, minority enrollees increased by 36,635 and non-minority enrollees decreased by 96,807.

Table 2a details the changes in minority enrollment by racial and ethnic group. The data does not show intra-county shifts, particularly in the major urban areas.

TABLE 1

POPULATION CHANGES IN WASHINGTON STATE, BY COUNTY AND RACE, 1970 TO 1980

County	1 April 1970			Hispanic 1970	1 April 1980			Hispanic 1980	Total Percent Change
	Total	White	Non-White		Total	White	Non-White		
Adams	12014	11800	214	1601	13267	11339	1928	2953	+ 10.4
Asotin	13799	13684	115	97	16823	16514	309	157	+ 21.9
Benton	67540	66456	1084	1897	109444	103107	6337	4598	+ 62.0
Chelan	41103	40592	511	248	45061	43701	1360	1368	+ 9.6
Clallam	34770	33128	1642	240	51648	48674	2974	647	+ 48.5
Clark	128454	126965	1489	1010	192227	184827	7400	3059	+ 49.6
Columbia	4439	4418	21	469	4057	3937	120	113	- 8.6
Cowlitz	68616	67819	797	639	79548	76964	2584	1067	+ 15.9
Douglas	16787	16580	207	104	22144	21538	606	652	+ 31.9
Ferry	3655	2923	732	35	5811	4759	1052	61	+ 59.0
Franklin	25816	24005	1811	1300	35025	30025	5000	5412	+ 35.7
Garfield	2911	2904	7	*	2468	2451	17	6	- 15.2
Grant	41881	40284	1597	3922	48522	43684	4838	5469	+ 15.9
Grays Harbor	59553	57658	1895	625	66314	63108	3206	870	+ 11.4
Island	27011	26149	862	515	44048	41049	2999	1124	+ 63.1
Jefferson	10661	10258	403	35	15965	15284	681	204	+ 49.8
King	1159375	1078932	80443	20952	1269749	1122011	147738	26631	+ 9.5
Kitsap	101732	97695	4037	1369	146609	135444	11165	3772	+ 44.1
Kittitas	25039	24621	418	317	24877	24096	781	314	- 0.7
Klickitat	12138	11758	380	154	15822	14969	853	474	+ 30.4
Lewis	45467	45076	391	95	55279	54092	1187	673	+ 21.6
Lincoln	9572	9469	103	94	9604	9418	186	74	+ 0.3
Mason	20918	20220	698	192	31184	29548	1636	432	+ 49.1
Okanogan	25867	23701	2166	146	30639	26852	3787	626	+ 18.5
Pacific	15796	15530	266	124	17237	16601	636	172	+ 9.1
Pend Oreille	6025	5861	164	*	8580	8329	251	102	+ 42.4
Pierce	412344	383705	28639	9242	485643	425951	59692	12892	+ 17.8
San Juan	3856	3809	47	*	7838	7702	136	50	+103.3
Skagit	52381	51370	1011	1295	64138	61112	3026	2008	+ 22.5
Skamania	5845	5726	119	*	7919	7751	168	81	+ 35.5
Snohomish	265236	260763	4473	3226	337016	322442	14574	5426	+ 27.1
Spokane	287487	280174	7313	2894	341835	326221	15614	4811	+ 18.9
Stevens	17405	16520	885	146	28979	27165	1814	310	+ 66.5
Thurston	76894	75485	1409	687	124264	117327	6937	2577	+ 61.6
Wahkiakum	3592	3535	57	*	3832	3717	115	78	+ 6.7
Walla Walla	42176	41165	1011	1077	47435	44051	3384	2572	+ 12.5
Whatcom	81983	79290	2693	956	106701	100895	5806	2065	+ 30.2
Whitman	37900	36939	961	436	40103	37600	2503	631	+ 5.8
Yakima	145212	138092	7120	14560	172508	143041	29467	25455	+ 18.8
State Total	3413250	3255059	158191	70746	4130163	3777296	352867	119986	+ 21.0

* Less than 25.

Source: U.S. Census for 1970 and 1980.

TABLE 2

PUBLIC SCHOOL HEADCOUNT ENROLLMENT CHANGES IN WASHINGTON STATE, 1970 TO 1980

County	October 1, 1970			October 1, 1980			Change 1970 to 1980				
	K-12	K	Minority	K-12	K	Minority	K-12	K	1-12	Minority	Non Minority
Adams	3506	198	710	3190	267	953	- 316	+ 69	- 385	+ 243	- 559
Asotin	3494	242	44	3216	197	95	- 278	- 45	- 233	+ 51	- 329
Benton	19167	1273	888	23026	1649	1792	+ 3859	+ 376	+ 3483	+ 904	+ 2955
Chelan	10318	510	230	8475	535	462	- 1843	+ 25	- 1868	+ 232	- 2075
Clallam	8891	580	659	9290	681	979	+ 399	+ 101	+ 298	+ 320	+ 79
Clark	33469	2372	566	41184	3044	2457	+ 7715	+ 672	+ 7043	+ 1891	+ 5824
Columbia	909	56	42	779	47	57	- 130	- 9	- 121	+ 15	- 145
Cowlitz	18452	1187	303	16210	1059	1170	- 2242	- 128	- 2114	+ 867	- 3109
Douglas	4519	264	62	4276	300	182	- 243	+ 36	- 279	+ 120	- 363
Ferry	929	0	196	1215	65	256	+ 286	+ 65	+ 221	+ 60	+ 226
Franklin	6755	364	918	6993	675	1893	+ 238	+ 311	- 73	+ 975	- 737
Garfield	828	40	0	471	44	3	- 357	+ 4	- 361	+ 3	- 360
Grant	13603	729	2135	11187	848	2196	- 2416	+ 119	- 2535	+ 61	- 2477
Grays Har.	15056	1082	763	13496	932	1287	- 1560	- 150	- 1410	+ 524	- 2084
Island	6777	498	330	7542	544	790	+ 765	+ 46	+ 719	+ 460	+ 305
Jefferson	2511	126	98	2790	182	156	+ 279	+ 56	+ 223	+ 58	+ 221
King	262376	18730	22311	205466	12377	34500	-56910	-6361	-50549	+12189	-69099
Kitsap	24693	1713	1430	29370	2100	3373	+ 4677	+ 387	+ 4290	+ 1943	+ 2734
Kittitas	4825	316	115	4156	279	180	- 669	- 37	- 632	+ 65	- 734
Klickitat	3417	41	243	3618	221	288	+ 201	+ 180	+ 21	+ 45	+ 156
Lewis	11639	643	151	11598	776	485	- 41	+ 133	- 174	+ 334	- 375
Lincoln	2520	39	52	2239	129	93	- 281	+ 90	- 371	+ 41	- 322
Mason	5142	265	256	6014	489	563	+ 872	+ 224	+ 648	+ 307	+ 565
Okanogan	6446	321	639	6266	477	940	- 180	+ 156	- 336	+ 301	- 481
Pacific	3718	186	149	3336	281	420	- 382	+ 95	- 477	+ 271	- 653
Pend Orei.	1608	23	84	1992	115	110	+ 384	+ 92	+ 292	+ 26	+ 358
Pierce	95957	7087	9802	90057	6633	14122	- 5900	- 454	- 5446	+ 4320	-10220
San Juan	742	24	4	1173	71	32	+ 431	+ 47	+ 384	+ 28	+ 403
Skagit	13014	781	748	12341	865	1132	- 673	+ 84	- 757	+ 384	- 1057
Skamania	1381	76	22	1277	91	67	- 104	+ 15	- 119	+ 45	- 149
Snohomish	69003	4976	1789	63218	4028	3987	- 5785	- 948	- 4837	+ 2198	- 7983
Spokane	64070	1858	2091	62874	4297	3882	- 1196	+2439	- 3635	+ 1791	- 2987
Stevens	4432	198	451	5850	416	621	+ 1418	+ 218	+ 1200	+ 170	+ 1248
Thurston	20986	1522	594	25784	1734	2181	+ 4798	+ 212	+ 4586	+ 1587	+ 3211
Wahkiakum	673	50	6	596	45	48	- 77	- 5	- 72	+ 42	- 119
WallaWalla	8849	526	601	7241	471	705	- 1608	- 55	- 1553	+ 104	- 1712
Whatcom	17779	1249	1206	18007	1293	1585	+ 228	+ 44	+ 184	+ 379	- 151
Whitman	6537	335	138	5144	395	358	- 1393	+ 60	- 1453	+ 220	- 1613
Yakima	38721	2306	7839	35583	2453	9900	- 3138	+ 147	- 3285	+ 2061	- 5199
State Total	817712	52784	58665	756540	51105	94300	-61172	-1769	-59503	+35635	-96807

Source: P-223 enrollment reports of school districts administratively within county.

TABLE 2a

PUBLIC SCHOOL OCTOBER 1 MINORITY ENROLLMENT IN WASHINGTON STATE
1970 AND 1980

Racial and Ethnic Categories	1970		1980		Change 1970 to 1980	
	Number	%	Number	%	Number	%
Entrollment Total	817712	100.0	756540	100.0	- 61172	- 7.5
Non-Minority	759047	92.8	662240	87.5	- 96807	- 12.8
Minority	58665	7.2	94300	12.5	+ 35635	+ 60.7
Black	20842	2.6	23194	3.1	+ 2352	+ 11.3
Asian*	10784	1.3	27335	3.6	+ 16551	+153.5
American Indian	12057	1.5	19641	2.6	+ 7584	+ 62.9
Hispanic	14982	1.8	24130	3.2	+ 9148	+ 61.1

* Includes Pacific Islanders.

The racial/ethnic categories and definitions used are those provided by the U.S. Department of Education as follows:

> Black - Not of Hispanic Origin - A person having origins in any of the black racial groups.
>
> Asian or Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands.
>
> American Indian or Alaskan Native - A person having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.
>
> Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

NOTE: OSPI reports show 56319 students enrolled in private schools in Washington State in October 1980. The private school 1980 Minority enrollment was: Black, 1935 (3.4%); Asian, 1986 (3.5%); American Indian, 981 (1.8%); and Hispanic, 1221 (2.2%); total Minorities, 6025 (10.9%).

Source: OSPI Reports on Minority Enrollment.

Table 3 compares the decade changes by county in per capita school enrollment and in persons per household. It will be noted that in every county the per capita enrollees and persons per household dropped during the decade.

Table 4 supplements Table 1 and portrays the decade changes in racial and ethnic groups. In common with Table 2a, the racial and ethnic group changes are not strictly comparable due to methodological and definitional changes. They are, however, relatively comparable.

Table 5 details the Washington State population counts by age, race, and sex on April 1, 1980. The most significant datum for the Early Childhood Education Study is the number of persons under five years of age in 1980 (306,000 in 1980 up 25,000 from 281,000 in 1970). This figure, in combination with the natality data in Tables 7, 8 and 9, presages marked enrollment changes in the elementary grades during the 1981 to 1990 decade.

Table 6 shows the Washington State population in thousands by age group for 1950, 1960, 1970, and 1980. The marked increase in the under five year olds during the past decade will again be noted as will the marked increase in persons over 65 years old.

TABLE 3

POPULATION AND PUBLIC SCHOOL ENROLLMENT CHANGES IN WASHINGTON STATE BY COUNTY, 1970 AND 1980

County	1 April Population		1 October Enrollment*		Public School Enrollees Per 1000 Popula.		Persons Per Household	
	1970	1980	1970	1980	1970	1980	1970	1980
Adams	12014	13267	3506	3190	292	240	3.36	2.92
Asotin	13799	16823	3494	3216	253	191	2.93	2.56
Benton	67540	109444	19167	23026	284	210	3.26	2.80
Chelan	41103	45061	10318	8475	251	188	2.83	2.49
Clallam	34770	51648	8891	9290	256	180	2.88	2.54
Clark	128454	192227	33469	41184	261	214	3.08	2.76
Columbia	4439	4057	909	779	205	192	2.79	2.52
Cowlitz	68616	79548	18452	16210	269	204	3.07	2.67
Douglas	16787	22144	4519	4276	269	193	3.15	2.95
Ferry	3655	5811	929	1215	254	209	3.10	2.88
Franklin	25816	35025	6755	6993	262	200	3.22	2.90
Garfield	2911	2468	828	471	284	191	2.96	2.59
Grant	41881	48522	13603	11187	325	231	3.29	2.80
Grays Harbor	59553	66314	15056	13496	253	204	2.94	2.60
Island	27011	44048	6777	7542	251	171	3.02	2.67
Jefferson	10661	15965	2511	2790	236	175	2.81	2.46
King	1159375	1269779	262376	205466	226	162	2.89	2.49
Kitsap	101732	146609	24693	29370	243	200	2.95	2.68
Kittitas	25039	24877	4825	4156	193	167	2.82	2.40
Klickitat	12138	15822	3417	3618	282	229	3.02	2.75
Lewis	45467	55279	11639	11598	256	210	2.93	2.68
Lincoln	9572	9604	2520	2239	263	233	2.82	2.56
Mason	20918	31184	5142	6014	246	193	2.96	2.55
Okanogan	25867	30639	6446	6266	249	205	3.01	2.67
Pacific	15796	17237	3718	3336	235	194	2.76	2.44
Pend Oreille	6025	8550	1608	1992	267	233	2.95	2.82
Pierce	412344	485643	95957	90057	233	185	3.02	2.66
San Juan	3856	7838	742	1173	192	150	2.52	2.29
Skagit	52381	64138	13014	12341	248	192	2.96	2.58
Skamania	5845	7919	1381	1277	236	161	3.13	2.79
Snohomish	265236	337016	69003	63218	260	188	3.22	2.76
Spokane	287487	341835	64070	62874	223	184	2.93	2.58
Stevens	17405	28979	4432	5850	251	202	3.08	2.92
Thurston	76894	124264	20986	25784	273	207	3.01	2.64
Wahkiakum	3592	3832	673	596	187	156	3.07	2.79
Walla Walla	42176	47435	8849	7241	210	153	2.85	2.55
Whatcom	81983	106701	17779	18007	217	169	2.93	2.60
Whitmas	37900	40103	6537	5144	172	128	2.85	2.47
Yakima	145212	172508	38721	35583	267	206	3.07	2.77
State Total	3413250	4130163	817712	756540	240	183	2.98	2.61

* In school districts administratively within county.

Source: U.S. Census Reports and OSPI Reports.

TABLE 4

WASHINGTON STATE RACIAL POPULATION CHANGES, 1970 TO 1980

	April 1 1970		April 1 1980		Change 1970 to 1980	
	Number	%	Number	%	Number	%
Total Population	3413250	100.0	4130163	100.0	+ 716913	+ 21.0
White	3255059	95.4	3777296	91.5	+ 522237	+ 16.0
Non-White	158191	4.6	352867	8.5	+ 194676	+ 123.1
Black	71331	2.1	105544	2.6	+ 34213	+ 48.0
American Indian	33400	1.0	60771	1.5	+ 27371	+ 81.9
Other	53460	1.6	186552	4.5	+ 133092	+ 249.0
Asian & Pacific Islander*	44088	1.3	102503	2.5	+ 58415	+ 132.5
Other*	9372	0.3	84049	2.0	+ 74677	+ 796.8
Spanish Origin**	70746	-	119986	-	+ 49240	+ 69.9

Note: Racial categories are not strictly comparable due to changes in methodology.

* Some Asians and Pacific Islanders are included in the Other category. The Bureau of the Census states these racial categories are provisional and will be appropriately revised later.

** Persons of Spanish Origin may be of any race. Hispanic is an ethnic, not a racial, category.

Source: U.S. Census Reports for 1970 and 1980.

TABLE 5

WASHINGTON STATE POPULATION COUNTS BY AGE, RACE, AND SEX ON 1 APRIL 1980

Racial Group	All Ages - Total		Under 5 Years		5 to 19 Years		20 to 64 Years		65 Years and Over	
	Number	%	Number	%	Number	%	Number	%	Number	%
All Races										
Both Sexes	4130163	100.0 a	305859	7.4 a	986697	23.9 a	2406190	58.3 a	431417	10.4 a
Male	2051369	49.7 b	156618	51.2 b	505717	51.3 b	1208526	50.2 b	180500	41.8 b
Female	2078794	50.3 b	149241	48.8 b	480980	48.7 b	1197664	49.8 b	250909	58.2 b
White										
Both Sexes	3777296	100.0 a	268351	7.1 a	882232	23.5 a	2210413	58.5 a	416300	11.0 a
Male	1869728	49.5 b	137697	51.3 b	451697	51.2 b	1107251	50.1 b	173083	41.6 b
Female	1907568	50.5 b	130654	48.7 b	430535	48.8 b	1103162	49.9 b	243217	58.4 b
Black										
Both Sexes	105544	100.0 a	10152	9.6 a	30310	28.7 a	60109	57.0 a	4973	4.7 a
Male	57120	54.1 b	5116	50.4 b	15756	52.0 b	33941	56.5 b	2307	46.4 b
Female	48424	45.9 b	5036	49.6 b	14544	48.0 b	26168	43.5 b	2666	53.6 b
Other Races										
Both Sexes	247323	100.0 a	27356	11.1 a	74155	30.0 a	135668	54.9 a	10144	4.1 a
Male	124521	50.3 b	13805	50.5 b	38264	51.6 b	67334	49.6 b	5118	50.5 b
Female	122802	49.7 b	13551	49.5 b	35891	48.4 b	68334	50.4 b	5026	49.5 b

a - percent of racial group.
b - percent of age group.

Source: Unpublished data by Bureau of Census.

TABLE 6

WASHINGTON STATE POPULATION, IN THOUSANDS, BY AGE GROUP 1950, 1960, 1970, AND 1980

Age Group	April 1 1950	April 1 1960	April 1 1970	April 1 1980
All Ages	2379	2853	3413	4130
0- 4	263	316	281	306
5- 9	204	301	329	296
10-14	160	276	349	322
15-19	158	209	331	369
20-24	176	174	297	400
25-29	195	166	239	390
30-34	189	180	194	354
35-39	181	198	181	273
40-44	159	189	193	214
45-49	139	176	204	193
50-54	126	150	189	198
55-59	115	129	167	204
60-64	104	110	138	179
65-Over	211	279	321	431

Source: 1981 Population Trends, OFM.

Table 7 shows, by calendar year, the live births (total, by age of mother, and stated race of child) for Washington State during the past decade. The significant annual increases during the latter half of the decade will be noted.

Table 8 analyzes the natality data for 1960, 1970, 1979, and 1980 by quinquennial age groups. These data are the bases for the projected births and age-specific birth rates set forth in Table 9. Female population data projections for the prime child-bearing years were computed from five year female age group advancement data with due allowances for net age-selective immigration rates and female age-specific mortality rates.

It will be noted that by 1990 potential mothers born in the "baby boom" years will have advanced to the post 30-year-old range with consequent total lower births. Total births in the 1991 to 2000 decade will in all probability, show a distinct drop.

NOTE:

A prolonged delay in the release of pertinent Washington State data from the 1980 census precluded completion of the full range of demographic tasks required by the study within the project period.

The following tables will be completed and submitted in an addendum prior to May 15, 1982:

Comparative Summary of 1970 and 1980 Population and Housing Data
Persons on 1 April 1980 by Age and Sex
Persons by Race on 1 April 1980
Persons by Age, By Race
Domiciliary Category of Persons in Households on 1 April, 1980
Persons by Marital Status Category
Households on 1 April 1980 with Children Under 18 Years Old
Persons Under 18 by Domiciliary Status
Housing Characteristics on 1 April, 1980
Occupied Housing Units by Tenure and by Race

Population by school district with data specific to three and four-year-old residents will be included. Income data is not expected to be available from the 1980 census before late 1982, If it is not possible to obtain current income data prior to the indicated submission date, a study based on 1970 projected data will be substituted.

TABLE 7

BIRTHS IN WASHINGTON STATE IN 1960 AND 1970 THROUGH 1980 BY AGE OF MOTHER AND STATED RACE OF CHILD

Calendar Year	1960	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980*
Births to Mothers Residing in State												
Total	65251	60499	55304	48250	47636	50096	50821	53004	57256	58725	64377	67857
By Age of Mother												
Under 20 Years	9137	9947	8901	8077	7804	7987	8037	7683	7849	7720	8271	8492
20 to 24 Years	23757	24586	22607	18425	17952	18688	18611	19335	20897	20872	22224	23358
25 to 29 Years	16360	16908	15733	14520	15851	15963	16338	17476	18482	19240	21171	22308
30 to 34 Years	9562	6154	5613	5174	5271	5692	6108	6623	7993	8702	10016	10853
35 to 39 Years	5066	2253	1927	1639	1429	1436	1431	1586	1721	1894	2330	2458
40 Years and Over	1369	651	523	415	329	330	296	301	314	297	364	388
Births by Race												
White	61591	55956	51007	44314	43344	45597	46324	48062	51612	52811	57751	60588
Black	1611	2031	1822	1594	1625	1724	1845	1913	2166	2375	2565	2704
American Indian	1000	1258	1179	1206	1139	1258	1198	1243	1508	1475	1649	1593
Japanese	529	278	285	237	248	275	273	282	343	321	326	418
Chinese	151	212	160	162	167	187	171	184	199	244	290	290
Filipino	369	309	339	308	347	407	398	455	486	547	641	631
Other		455	512	429	566	648	702	865	942	952	1155	1633
Midyear Population												
State Total, thousands	2864	3419	3434	3434	3460	3524	3585	3655	3746	3872	4017	4160
Total Births	65251	60499	55304	48250	47636	50096	50821	53004	57256	58725	64377	67857
Crude Birth Rate	22.8	17.7	16.1	14.1	13.8	14.2	14.2	14.5	15.3	15.2	16.0	16.3

* 1980 births are based on a provisional data prinout by DSHS (they state they believe changes will be minimal).

Note: Crude Birth Rate = births per thousand midyear population.

Source: State of Washington-Department of Social and Health Services-Annual Vital Statistics Report. Unknowns in Vital Statistics tabular data were proportionately allocated.

TABLE 8

CRUDE BIRTH RATES, GENERAL FERTILITY RATES, AND AGE-SPECIFIC BIRTH RATES IN THE STATE OF WASHINGTON FOR 1960, 1970, 1979, AND 1980

Population by Specific Age and Sex Group	1960			1970			1979			1980		
	July 1 Popu-lation Thous.	Live Births in Age Group	Birth Rate of Age Group	July 1 Popu-lation Thous.	Live Births in Age Group	Birth Rate of Age Group	July 1 Popu-lation Thous.	Live Births in Age Group	Birth Rate of Age Group	July 1 Popu-lation Thous.	Live Births in Age Group	Birth Rate of Age Group
Both Sexes - All Ages	2864.2	65251	22.8c	3419.1	60499	17.7c	4016.9	64377	16.0c	4159.7	67857	16.3c
Females Only												
10 to 14 Years	-	48	-	-	103	-	-	87	-	-	106	-
15 to 19 Years	104.1	9089	87.3a	161.0	9844	61.1a	175.9	8184	46.5a	178.9	8386	46.9a
20 to 24 Years	84.2	23757	282.1a	148.0	24586	166.1a	187.6	22224	118.5a	193.9	23358	120.5a
25 to 29 Years	82.1	12360	150.5a	118.6	16908	151.2a	183.6	21171	115.3a	193.3	22308	115.4a
30 to 34 Years	91.1	9562	105.0a	97.4	6154	63.2a	169.9	10016	59.0a	176.9	10853	61.4a
35 to 39 Years	101.1	5066	50.1a	91.6	2253	24.6a	129.9	2330	17.9a	136.2	2458	18.0a
40 to 44 Years	94.0	1304	13.9a	97.4	616	6.3a	103.3	346	3.4a	107.1	373	3.5a
45 to 49 Years	-	65	-	-	35	-	-	18	-	-	15	-
Total Females 15 to 44 Years	557.0	65251	117.1g	714.0	60499	84.7g	950.1	64377	67.8g	986.3	67857	68.8g

Sources: State of Washington-Department of Social & Health Services-Vital Statistics Reports; Washington State-Office of Financial Management-Population, Enrollment and Economic Studies Division; U.S. Census, 1960, 1970, and 1980.

c = Crude Birth Rate; a = Age-Specific Birth Rate; g = General Fertility Rate.

NOTE: The simplest and commonest measure of natality is the crude birth rate. The CRUDE BIRTH RATE is defined as the number of births in a year per 1000 midyear population. Although the crude birth rate is a valuable measure of natality, particularly in indicating directly the contribution of natality to population growth, its analytic utility is distinctly limited. It is affected by many factors, most notably by the specific age-sex composition of a population.

The simplest overall age-sex limited natality measure is the GENERAL FERTILITY RATE defined as the number of births per 1000 women of the normal childbearing age span. The total number of births, regardless of the age of the mother, is employed as the numerator and midyear female population 15 to 44 years old is employed as the denominator.

A schedule of age-specific groups can serve as a basis for very useful detailed analytic comparisons, particularly in evaluating socioeconomic and allied factors. Quinquennial age groups, 15-19, 20-24, etc., are usually utilized. An AGE-SPECIFIC BIRTH RATE is defined as the number of births to women of a given age group per 1000 women in that age group at midyear.

1980 births are based on a provisional printout by DSHS (they state they believe data changes will be minimal). Final printout will be available in mid-November.

TABLE 9

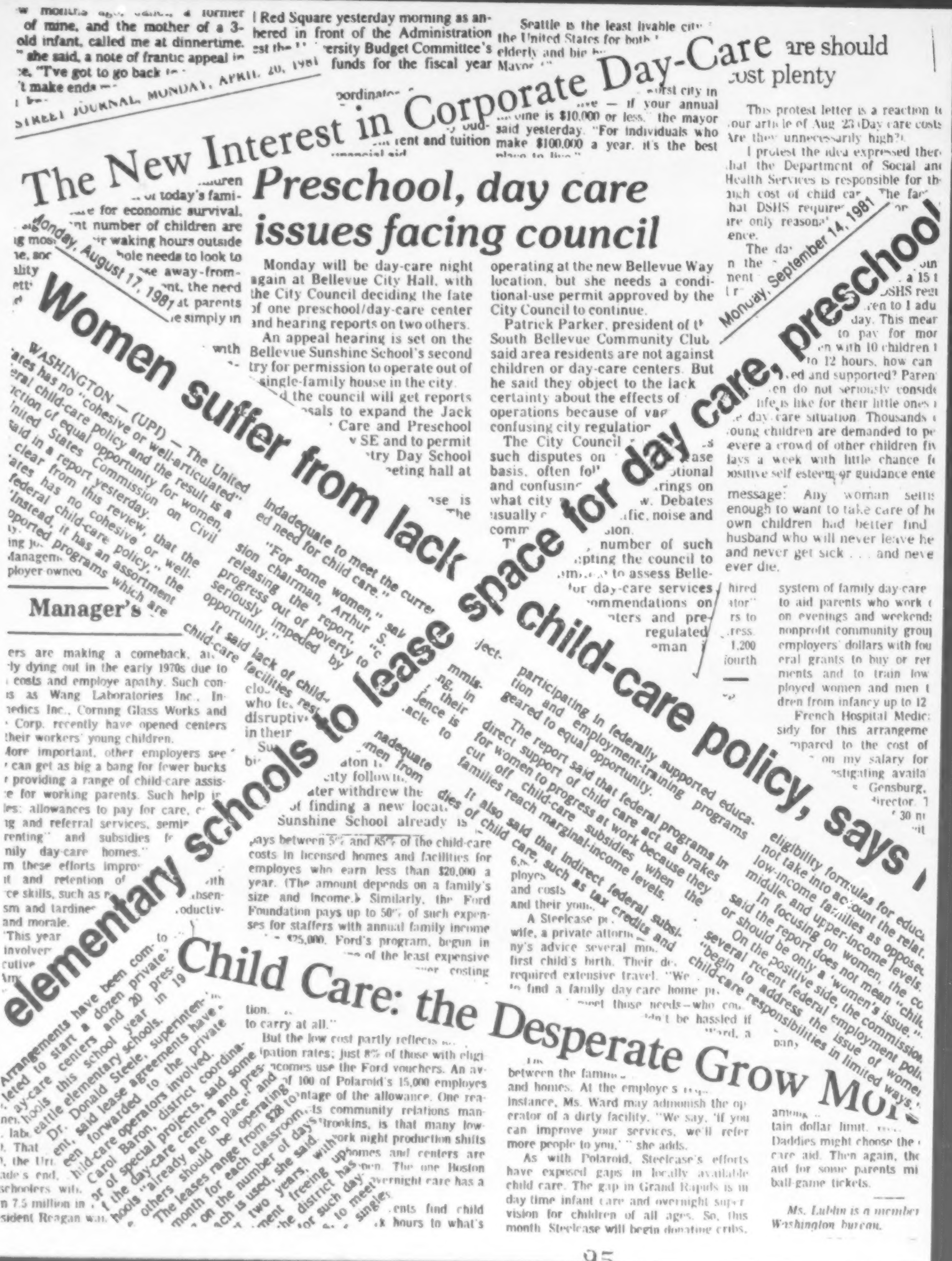
ESTIMATED LIVE BIRTHS IN WASHINGTON STATE IN 1985 AND 1990

Female Population By Age Groups	1979			1980			1985			1990		
	Population 1 July Thous.	Live Births in Age Group	Birth Rate of Age Group	Population 1 July Thous.	Live Births in Age Group	Birth Rate of Age Group	Population 1 July Thous.	Live Births in Age Group	Birth Rate of Age Group	Population 1 July Thous.	Live Births in Age Group	Birth Rate of Age Group
10 to 14 Years	-	87	-	-	106	-	-	100	-	-	100	-
15 to 19 Years	175.9	8184	46.5 a	178.9	8386	46.9 a	164.7	8235	50. a	160.6	8030	50. a
20 to 24 Years	187.6	22224	118.5 a	193.9	22358	120.5 a	190.1	24332	128. a	174.6	22349	128. a
25 to 29 Years	183.6	21171	115.3 a	193.3	22308	115.4 a	207.4	25303	122. a	202.4	24693	122. a
30 to 34 Years	169.9	10016	59.0 a	176.9	10853	61.4 a	208.1	13734	66. a	223.6	14758	66. a
35 to 39 Years	129.9	2330	17.9 a	136.2	2458	18.0 a	188.9	3778	20. a	221.1	4422	20. a
40 to 44 Years	103.3	346	3.4 a	107.1	373	3.5 a	141.7	496	3.5 a	196.4	687	3.5 a
45 to 49 Years	-	18	-	-	15	-	-	15	-	-	15	-
Total Females 15 to 44 Years	950.1	64377	67.8 g	986.3	67857	68.8 g	1100.9	75993	69.0	1178.7	75054	63.7 g

a = Age-Specific Birth Rate; g = General Fertility Rate.

NOTE: Numbers of females in quinquennial age groups in 1985 and 1990 were computed by five-year age group advancement with due allowances for net age selective immigration rates and age specific female mortality rates.

It is estimated that there will be approximately 76000 three-year-olds and 76000 four-years-olds in 1990.



The New Interest in Corporate Day-Care

STREET JOURNAL, MONDAY, APRIL 20, 1981

Preschool, day care issues facing council

are should cost plenty

Women suffer from lack of child-care policy, says

space for day care, preschool

elementary schools to lease

Child Care: the Desperate Grow More

Manager's

Monday, August 17, 1981

Monday, September 14, 1981

of mine, and the mother of a 3-
old infant, called me at dinnertime.
" she said, a note of frantic appeal in
e, "I've got to go back to
't make ends m

Red Square yesterday morning as an-
hered in front of the Administration
est the University Budget Committee's
funds for the fiscal year

oordinator
budget
rent and tuition
financial aid

Seattle is the least livable city
the United States for both
elderly and big
Mayor

worst city in
ive — if your annual
income is $10,000 or less," the mayor
said yesterday. "For individuals who
make $100,000 a year, it's the best
place to live."

children
of today's fami-
for economic survival.
nt number of children are
ng most of their waking hours outside
hole needs to look to
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with

Monday will be day-care night again at Bellevue City Hall, with the City Council deciding the fate of one preschool/day-care center and hearing reports on two others.

An appeal hearing is set on the Bellevue Sunshine School's second try for permission to operate out of a single-family house in the city.

d the council will get reports
osals to expand the Jack
Care and Preschool
SE and to permit
try Day School
eting hall at
ose is
The

operating at the new Bellevue Way location, but she needs a conditional-use permit approved by the City Council to continue.

Patrick Parker, president of the South Bellevue Community Club said area residents are not against children or day-care centers. But he said they object to the lack
certainty about the effects of
operations because of vag
confusing city regulation

The City Council
such disputes on case
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and confusin rings on
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usually affic, noise and
comm sion.

number of such
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to assess Belle-
for day-care services
commendations on
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regulated
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Sunshine School already is

ater withdrew the
of finding a new locat

city follow

This protest letter is a reaction to your article of Aug. 23 (Day care costs Are they unnecessarily high?).

I protest the idea expressed there that the Department of Social and Health Services is responsible for the high cost of child car The fac hat DSHS require or are only reasona ence.

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DSHS regi
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day. This mear
to pay for mor
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to 12 hours, how can
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en do not seriously conside
life is like for their little ones
e day care situation. Thousands
young children are demanded to pe
severe a crowd of other children fiv
days a week with little chance f
positive self esteem or guidance ente

message: Any woman selfis
enough to want to take care of he
own children had better find
husband who will never leave he
and never get sick . . . and neve
ever die.

hired
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rs to
ress.
1,200
fourth

system of family day-care
to aid parents who work
on evenings and weekends
nonprofit community grou
employers' dollars with fou
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ments and to train low
ployed women and men
dren from infancy up to 12

French Hospital Medic
sidy for this arrangeme
mpared to the cost of
on my salary for
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Gensburg,
director.
30 m

WASHINGTON — (UPI) — The United States has no "cohesive or well-articulated" federal child-care policy and the result is a
ction of equal opportunity for women,
United States Commission on Civil
said in a report yesterday.
clear from this review, that the
tates has no cohesive or well-
federal child-care policy," the
"Instead, it has an assortment
ported programs which are

Inadequate to meet the current
ed need for child care."

"For some women," sa
sion chairman, Arthur S.
releasing the report, "c
progress out of poverty to
seriously impeded by
opportunity."

It said lack of child-
child-care facilities res
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mmis-
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their
dence is
acle to
nadequate
men from

participating in federally supported educa-
tion and employment-training programs
geared to equal opportunity.

The report said that federal programs in
direct support of child care act as brakes
for women to progress at work because they
cut off child-care subsidies when the
families reach marginal-income levels.

It also said that indirect federal subsi-
dies of child care, such as tax credits and

eligibility formulas for educa
not take into account the relat
low-income families as opposed
middle- and upper-income levels.

In focusing on women, the co
said the report does not mean "chil
or should be only a 'women's issue.'"

On the positive side, the commission
several recent federal employment poli
"begin to address the issue of women
child-care responsibilities in limited ways."

ing jo
Managem
ployer-owned

ers are making a comeback, al
rly dying out in the early 1970s due to
costs and employe apathy. Such con-
s as Wang Laboratories Inc., In-
medics Inc., Corning Glass Works and
Corp. recently have opened centers
their workers' young children.

More important, other employers see
can get as big a bang for fewer bucks
providing a range of child-care assis-
e for working parents. Such help in
les: allowances to pay for care, c
g and referral services, semi
renting" and subsidies f
nily day-care homes."

m these efforts impro
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ce skills, such as absen-
sm and tardines oductiv-
and morale.

"This year to
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Su
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pays between 5% and 85% of the child-care costs in licensed homes and facilities for employes who earn less than $20,000 a year. (The amount depends on a family's size and income.) Similarly, the Ford Foundation pays up to 50% of such expenses for staffers with annual family income $25,000. Ford's program, begun in of the least expensive costing

tion.
to carry at all."

But the low cost partly reflects
ipation rates; just 8% of those with eligi
ncomes use the Ford vouchers. An av
of 100 of Polaroid's 15,000 employes
ntage of the allowance. One rea
ts community relations man
Brookins, is that many low-
work night production shifts
homes and centers are
open. The one Boston
overnight care has a
ents find child
k hours to what's

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A Steelcase p
wife, a private attorn
ny's advice several mo
first child's birth. Their d
required extensive travel. "We
to find a family day care home p
meet those needs—who co
dn't be hassled if
Ward, a
pany

between the famil
and homes. At the employe's
instance, Ms. Ward may admonish the operator of a dirty facility. "We say, 'If you can improve your services, we'll refer more people to you,' " she adds.

As with Polaroid, Steelcase's efforts have exposed gaps in locally available child care. The gap in Grand Rapids is in day time infant care and overnight supervision for children of all ages. So, this month Steelcase will begin donating cribs,

among
tain dollar limit.
Daddies might choose the
care aid. Then again, the
aid for some parents mi
ball-game tickets.

Ms. Lublin is a member Washington bureau.

Arrangements have been com-
pleted to start a dozen private
day-care centers and 20 pres-
schools this school year in 19
Seattle elementary schools.
Dr. Donald Steele, superinten-
dent, said lease agreements have
been forwarded to the private
child-care operators involved.
Carol Baron, district coordina-
tor of special projects, said some
of the day-care centers and pres-
chools "already are in place" and
others should be operating
The leases range from $28 to
month for each classroom
on the number of days
each is used, she said
two years, with
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III. PARENT SURVEY RESPONSE AND ANALYSIS

PARENT SURVEY

Instrument Design and Sample Selection

By proposal, the Early Childhood Education Study called for the development of a questionnaire to be sent to parents of 3- or 4-year-old children in the State of Washington. The survey was to address the current childcare or preschool situation of the child, and parent perceptions of services needed. The design of the questionnaire was the work of a subcommittee of the Advisory Committee, and additional local early childhood education representatives from the private sector along with the research staff. The one page questionnaire, which is shown in Appendix I, was reviewed by parents, early childhood educators, and others prior to adoption.

The next task was to select a sample from the parents of 3- and 4-year-old children in Washington State. A random sample was precluded, since there is no list (universe) from which to sample randomly. Therefore, a quota sampling procedure was chosen. Based on pertinent demographic data, regional quotas were established for the sample in the six regions used by the Department of Social and Health Services in Washington State (Figure 1). Because this agency licenses childcare centers, and because school district or county-level analyses were felt to be beyond the scope of the project, the six D.S.H.S. regions were the unit of analysis selected to assure geographic validity. Table 1 shows the quotas, based on a projected sample of 750, and the actual number of parents sampled (N = 1184). Goals were exceeded in all cases except Region 4 (King County) which fell 2 questionnaires below the targeted goal.

Table 1

Sample and Goals for Parent Survey, by Department of Social and Health Services Region in Washington State[a] (N = 1184)

	Regional Goals	Actual Samples
Region 1 (Spokane)	85	166
Region 2 (Yakima)	67	165
Region 3 (Bellingham)	102	223
Region 4 (Seattle)	263	261
Region 5 (Tacoma)	134	163
Region 6 (Olympia)	193	206

a. Proposed sample was 350 - 500

Figure 1

State of Washington Department of Social and Health Services Regions

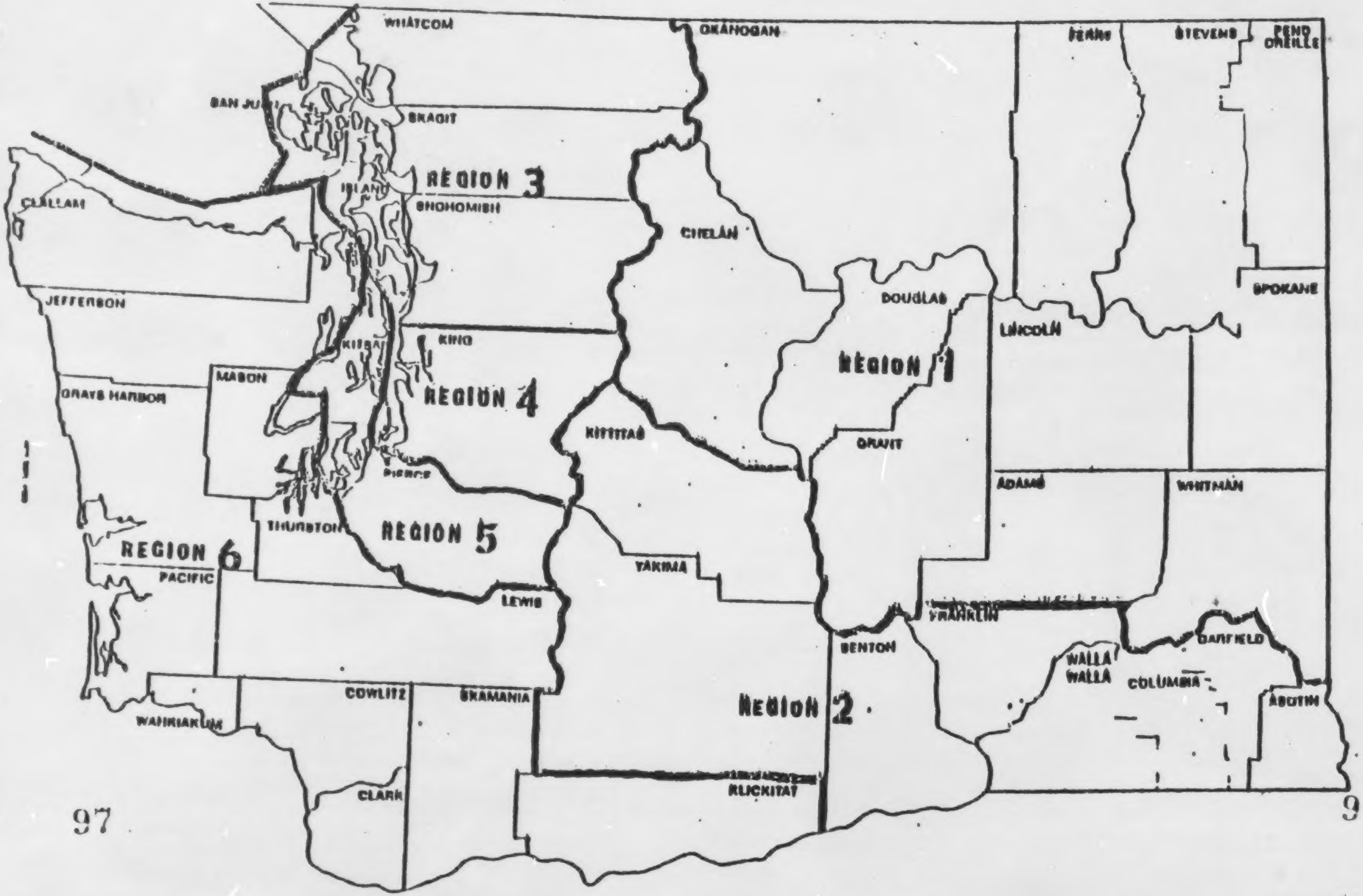
WHATCOM
OKANOGAN
FERRY
STEVENS
PEND OREILLE
SAN JU
SKAGIT
REGION 3
ISLAND
CLALLAM
SNOHOMISH
CHELAN
DOUGLAS
SPOKANE
JEFFERSON
LINCOLN
KING
KITSAP
REGION 1
MASON
GRAYS HARBOR
REGION 4
KITTITAS
GRANT
PIERCE
ADAMS
WHITMAN
THURSTON
REGION 5
REGION 6
PACIFIC
YAKIMA
LEWIS
FRANKLIN
BENTON
GARFIELD
WALLA WALLA
COLUMBIA
ASOTIN
COWLITZ
SKAMANIA
REGION 2
WAHKIAKUM
KLICKITAT
CLARK

Table 2 shows demographic variables of race/ethnicity, income and family intactness for families with children under 18 years of age in Washington State in comparison to these variables for the study sample. Although the study sample has a lower percentage (11.5%) of single parent families than the state percentage (17%), the state figure is for all parents of children under 18 years, while our sample figure is only for parents of 3- or 4-year-olds. Since some parents become single parents during the time their children are age 4 to 18, the actual figure for Washington State for parents of 3- or 4-year-olds is considered to be representative.

Table 2

Demographic Variables for Washington State and Parent Survey Sample Families with Three- or Four-Year-Old Children (N=1184) (Questions 9 - 14)

Race/Ethnicity [a]	Washington State		Sample	
			Father [c]	Mother [c]
Asian [b]	3.6%		1.3%	2.4%
		Recent Asian immigrant	.6%	.3%
		Pacific Islander	.4%	.3%
American Indian [d]	2.6%		1.0%	.7%
Black	3.1%		3.0%	2.6%
Hispanic, any race	3.2%		2.7%	3.3%
White	87.5%		80.6%	88.6%
Did not respond			11.8%	3.2%
Single Parent Families [e]	17%		1.0%	10.5%
Income				
	Below $9,500 per household: 10%		Below $7,500 per household: 9.5% (4.0% missing)	

[a] School population figures, based on form P 103 A

[b] Washington State data include recent Asian immigrants and Pacific Islanders.

[c] Survey data recorded ethnicity/race for both parents separately; since the majority of families were two parent families, it was felt that neither a mean of these two scores nor their sum would accurately represent the families. Thus, the reported scores are for the two parents separately, as collected.

[d] Sample data include Aleuts and Eskimos.

[e] Washington State data are for all families with children under 18 years. (See text.)

Thus, the quota sample was achieved: the study sample matches the general population on variables that could be assumed to affect our study, and is representative of the state's diverse regions. The identification of parents of 3- and 4-year-olds necessary to construct this sample was a complex task. An obvious method of obtaining lists of names of parents of 3- and 4-year-olds is to contact childcare centers and preschools. This method was rejected as it precludes generalization to the families who do not make use of childcare services or preschool. Instead the parent sample was constructed from four subcategories: 1) a regional sample; 2) a kindergarten sample; 3) a special sample; and 4) a parent forum sample. The largest single source (N = 495) was the "regional" sample.

Regional Sample

The research staff obtained newspaper records of birth announcements from major newspapers in both rural and urban areas of each of the six regions of the state. These names and addresses were then cross-checked with current telephone directories.

It is likely that the direction of bias in the regional sample will be against lower income families and against migrant families who are least likely to be listed in the telephone directory. Efforts were made to accommodate these known problems. Head Start programs and the University of Washington Child Care Program were asked to distribute questionnaires to low income families. An Advisory Committee member arranged to have migrant workers complete surveys with the help of an interpreter. Finally, additional surveys were mailed to under-represented groups. All families were sent a questionnaire and a cover letter (shown in Appendix 1).

A second source for identification of families in the regional sample of families of 3- and 4-year-olds were pediatrician referrals. Approximately 300 letters were sent to practicing pediatricians in the state of Washington explaining the study, and asking for their cooperation in providing names

100

and addresses of families who had 3- and 4-year-old children. In later mailings a questionnaire request form was included for the pediatrician to post in his or her office for parent signatures. This pediatrician sample is biased against those families not making use of the services of pediatricians or pediatric clinics.

Telephone Follow-Up

Those families in the regional sample who did not respond and whose questionnaires were not returned as undeliverable from the post office were sent a follow-up letter. Fifteen percent of the non-responding families (after the second letter) were contacted by telephone.

The purpose of the telephone calls to non-respondents was to examine the possibility that those who did not return our questionnaire differed from the parents who did. The validity of this method of checking is limited to parents who have telephones. In general, the 73 parents called differed from the main sample in only two ways. First, this group showed a smaller percentage of parents with children in childcare or at a preschool (45% compared to 69.3%) and a correspondingly higher percentage of parents who did not choose to have their child in a program (42% compared to 26.8%). The percentage of parents looking for a program remained relatively constant (12%). Part of the reason for this difference lies in the methods used to check nonrespondents: the research staff called parents at home during normal working hours. It can be assumed that those parents who were at home to receive the follow-up call had less need for child care during daytime working hours. Interestingly, approximately 8 phone calls were needed to contact one parent at home. Secondly, fewer parents called reported that the program their child was in was a parent cooperative or postsecondary institution affiliated program, (5.5% compared to 16.1%), and more parents (6% compared to 3.8%) reported that their child was in unlicensed family day care. The differences between the regional and telephone surveys are put into better perspective when the close similarities between the large regional sample and the large kindergarten sample (discussed below) are considered. The parents responding from randomly chosen school districts in the kindergarten sample provide confirmation for the results found in the regional sample and suggest that these results are closer to the population results than the telephone sample results.

Kindergarten Sample

A third sample group is referred to as the kindergarten sample. In order to have a known universe from which to sample randomly, school districts' lists of entering kindergarteners were obtained. A response comparison between the random kindergarten sample and the total sample was used to provide a check on the representativeness of the total sample. All of the school districts in the state of Washington which enrolled more than 10 kindergarten children in 1980 were made the universe from which a random sample of 25 school districts was chosen. Each of the school district superintendents in this sample was sent a letter explaining the study and a sample copy of the parent questionnaire. A second cover letter explained that, although the questionnaire was designed for parents of 3- and 4-year-olds, kindergarten parents would be asked to complete the questionnaire based on their experience with their child last year when their child was four. Superintendents were then contacted by telephone. All agreed either to release the names and addresses of 50 parents (as many as they had, if less than 50 were enrolled) or in some cases to distribute to those parents the letters, questionnaires and return envelopes. In general, the cooperation of the superintendents with the Early Childhood Education Study was excellent. This was despite the fact that many of the superintendents were extremely busy, since the initial contact was made in late August and early September. 813 surveys were sent to parents on the kindergarten list; 337 were returned.

Special Sample

A final category of parent questionnaires are referred to as the special parent questionnaires. This includes parent questionnaires filled out by migrant farm workers or Asian immigrants with the use of interpreters, parent questionnaires that were filled out by parents whose names were received through contact with a member of the Advisory Board, or through a a contact with the administrator of a preschool or child care program. These parents were contacted in order to help meet the quotas for various types of parents, when, for example, more minority parents or more parents in a particular region were needed. This group completed 87 surveys.

Parent Forums

Questionnaires were also completed by the parents of 3- and 4-year-olds who participated in the parent forums. Parent forums were conducted in each of the six D.S.H.S. regions, in at least one urban and one rural location. In all, 13 parent forums were conducted. 180 parents were involved. These parents participated first in an open-ended discussion led by a field coordinator. These responses form a separate part of this report. Next, these parents were asked to complete the standard parent questionnaire.

Demographics

Detailed descriptions of the parent survey sample are shown in the following figures: Figure 2 shows the family patterns; Figure 3 the number of siblings; Figure 4 the number employed; Figure 5 shows income levels; Figure 6 shows educational levels; Figure 7 race/ethnicity for both parents. As was shown earlier, our sample matches the Washington State population very closely on the variables chosen: race/ethnicity, income and family intactness. From the other demographic data, the most significant findings are on the number of siblings in the families of 3- and 4-year-old children (Figure 3). Forty-five percent of the parents of 3- and 4-year-old children have one or more younger children in the home, but only 17% have children older than ten. The sample is one of parents with young children. Approximately half of the families have only the 3- or 4-year-old(s) in the home. This has implications for the importance of services to these parents, such as parent education in areas such as child development, discipline, and parenting skills. In examining the percentage of families with incomes over $25,000, it is important to note that membership in this income category was correlated with location in region 4 or 5 (the large urban centers) and with 2 employed family members.

Figure 2

Family Patterns, Washington State Families with Three or Four Year Old Children (N = 1184) (Question 9)

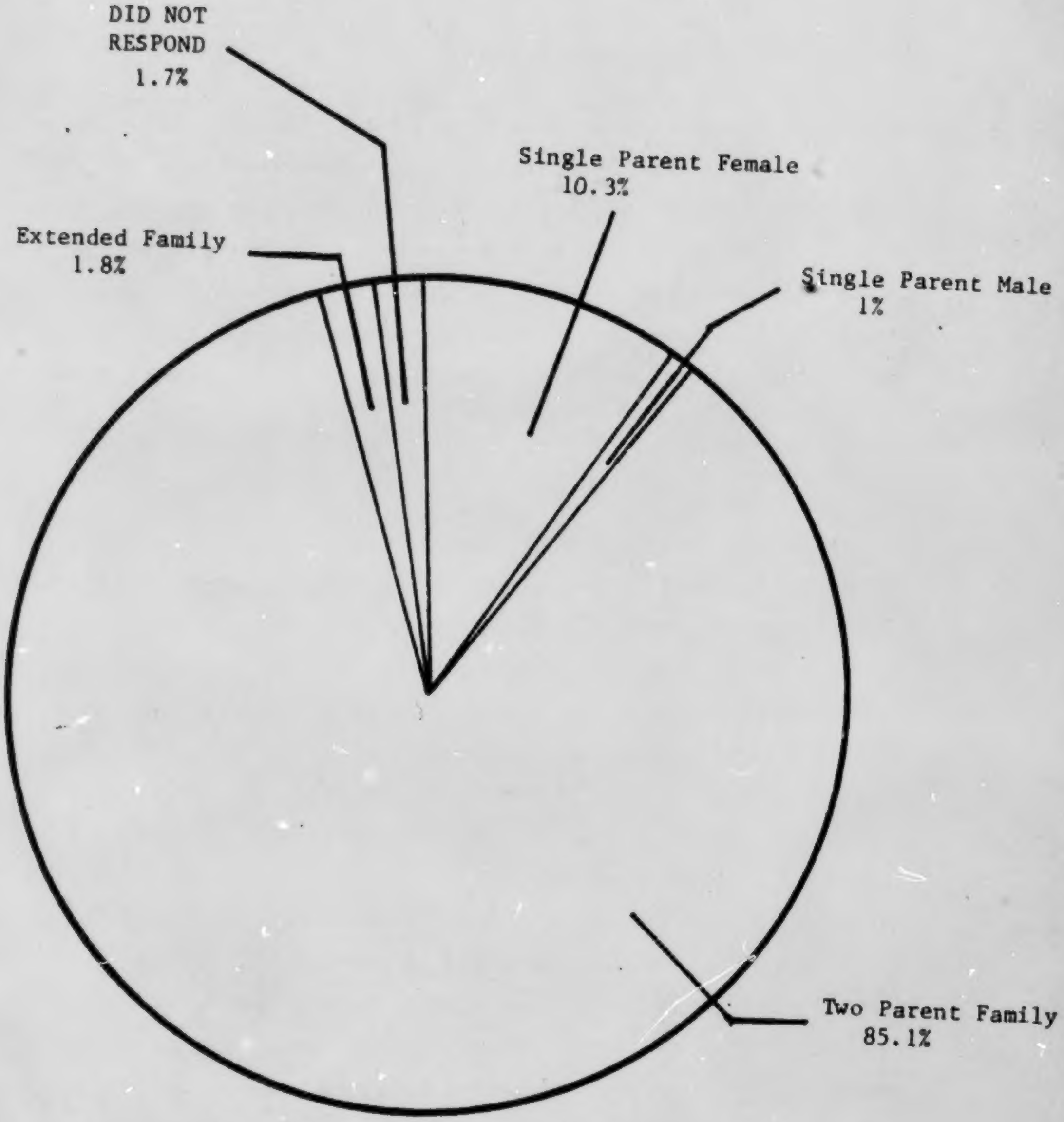

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Figure 3
Other Children in Sample Families with Three and Four Year Old Children (Question 10)

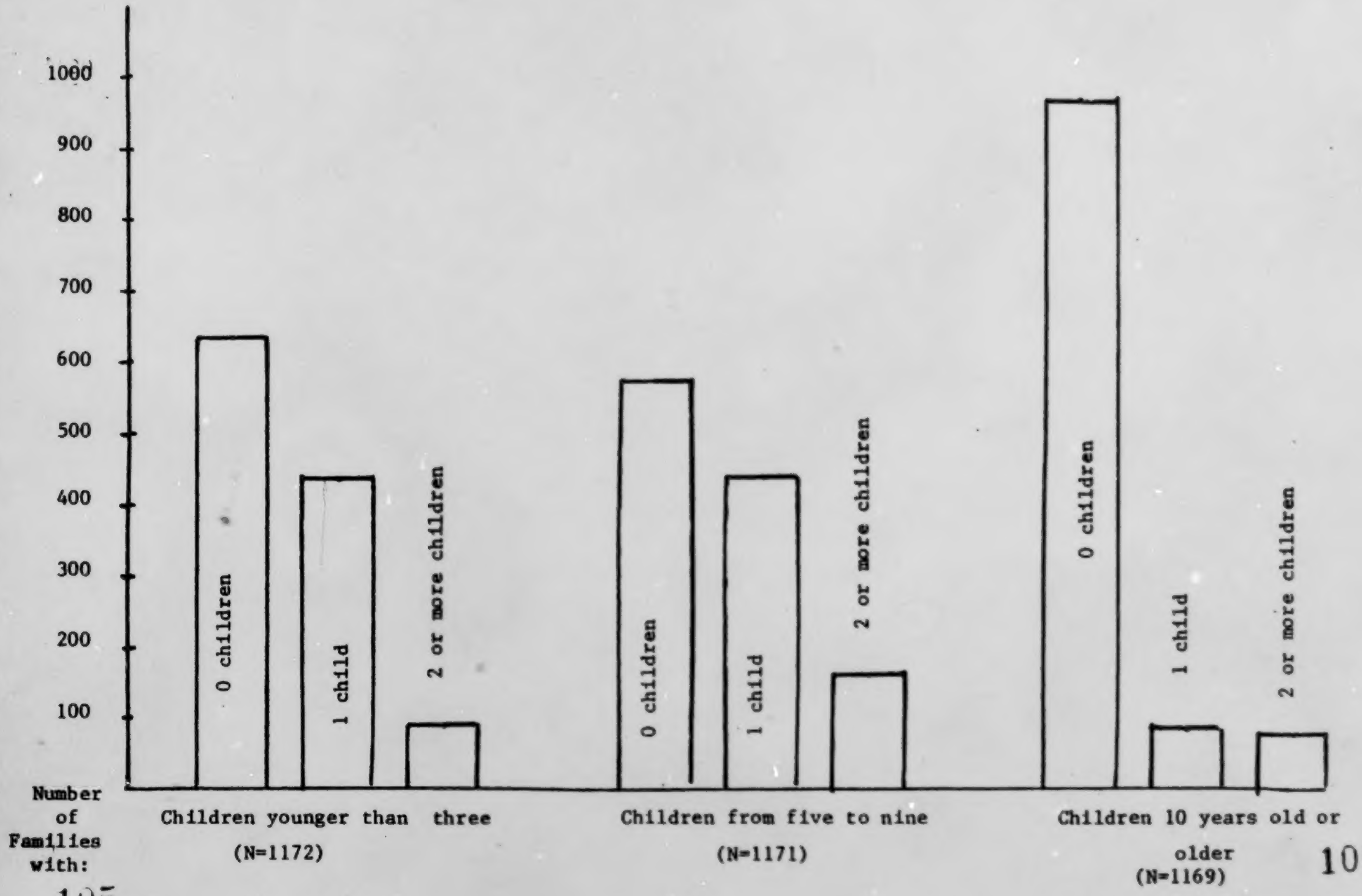


Figure 4

Number of Family Members Employed in Washington State Families with Three or Four Year Old Children (N=1184) (Question 11)

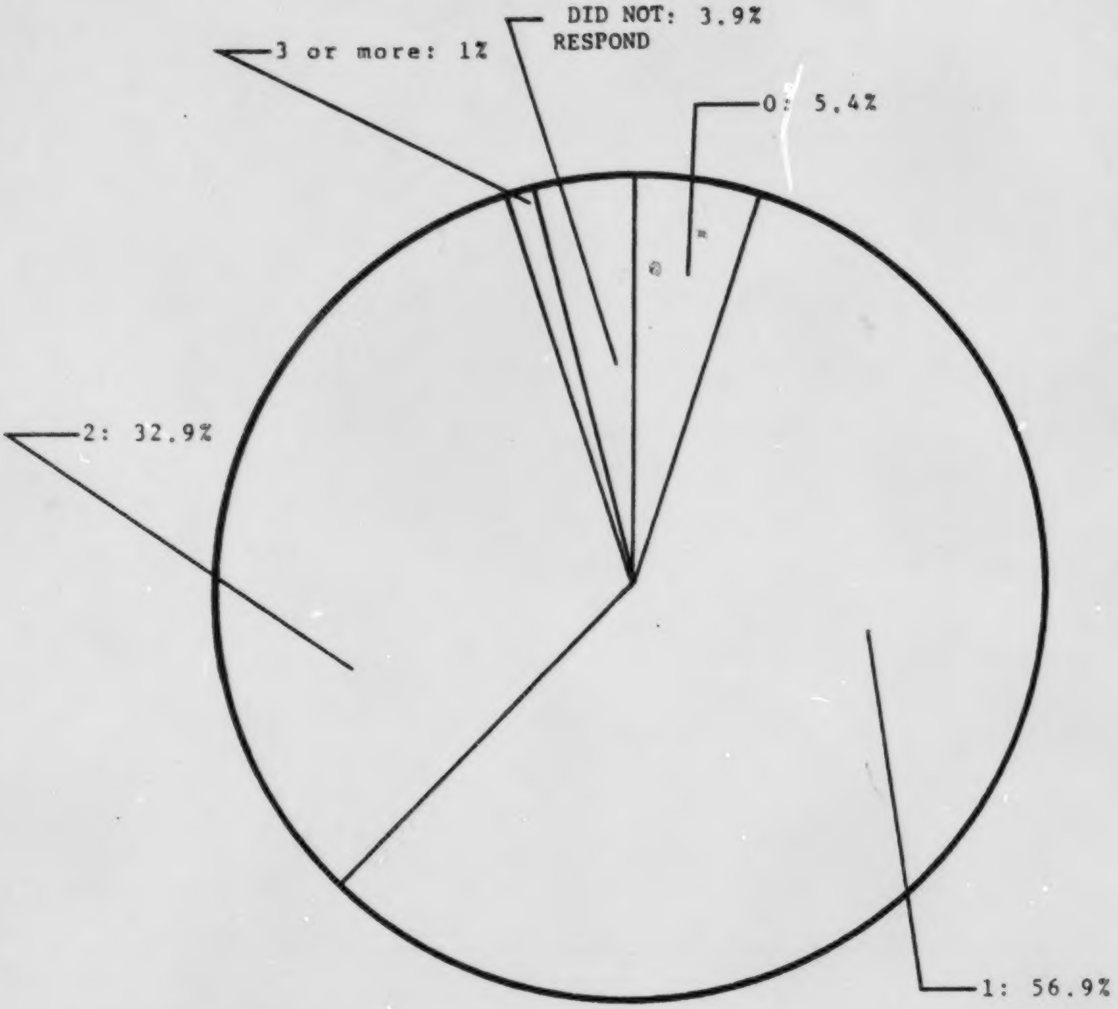


Figure 5

Total Family Income per Household (Before Deductions) In Families with Three or Four Year Old Children (N=1184) (Question 12)

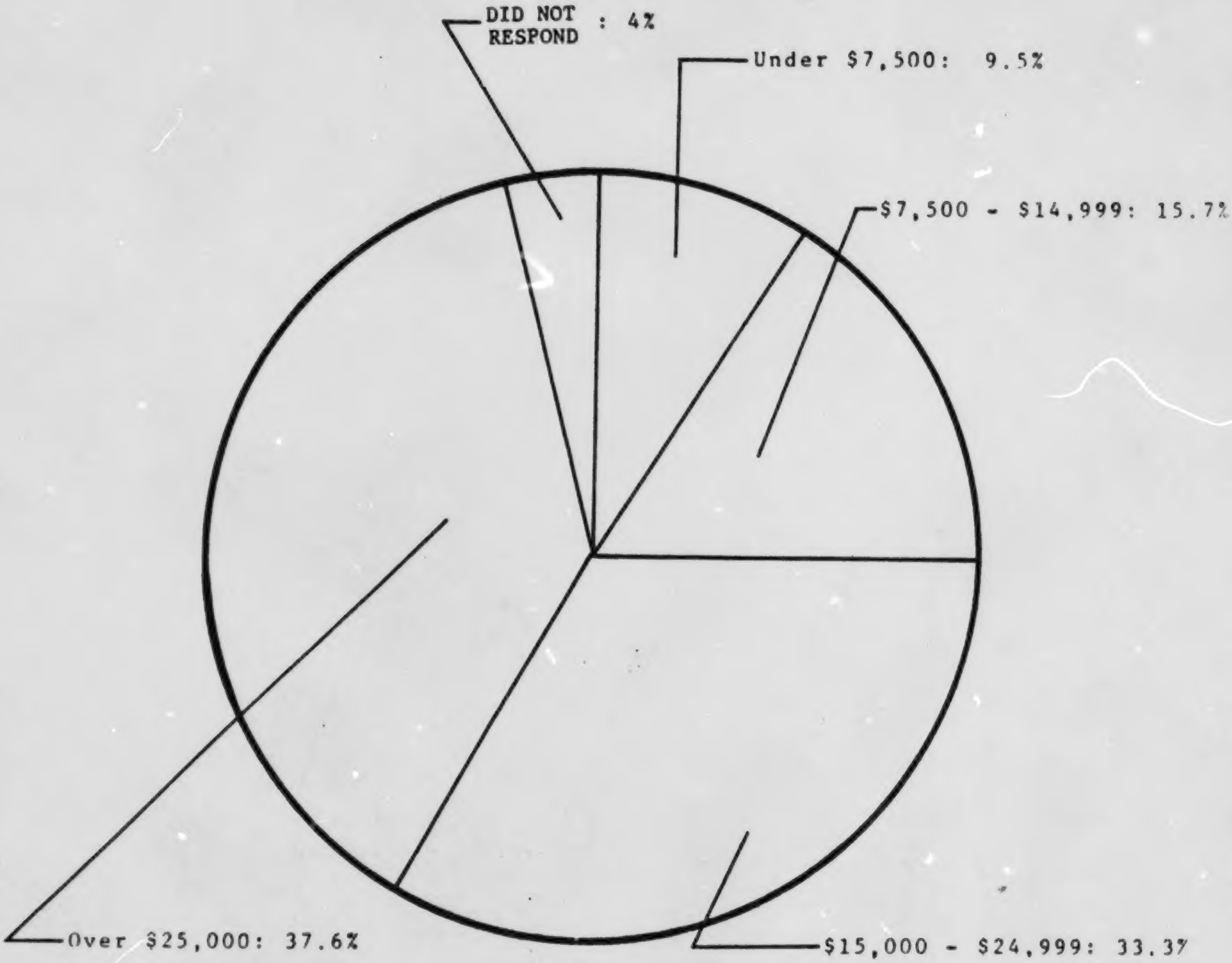


Figure 6

Edcuational Levels of Parents of Three or Four-Year Old Children in Washington State (N=1184) (Question 13)

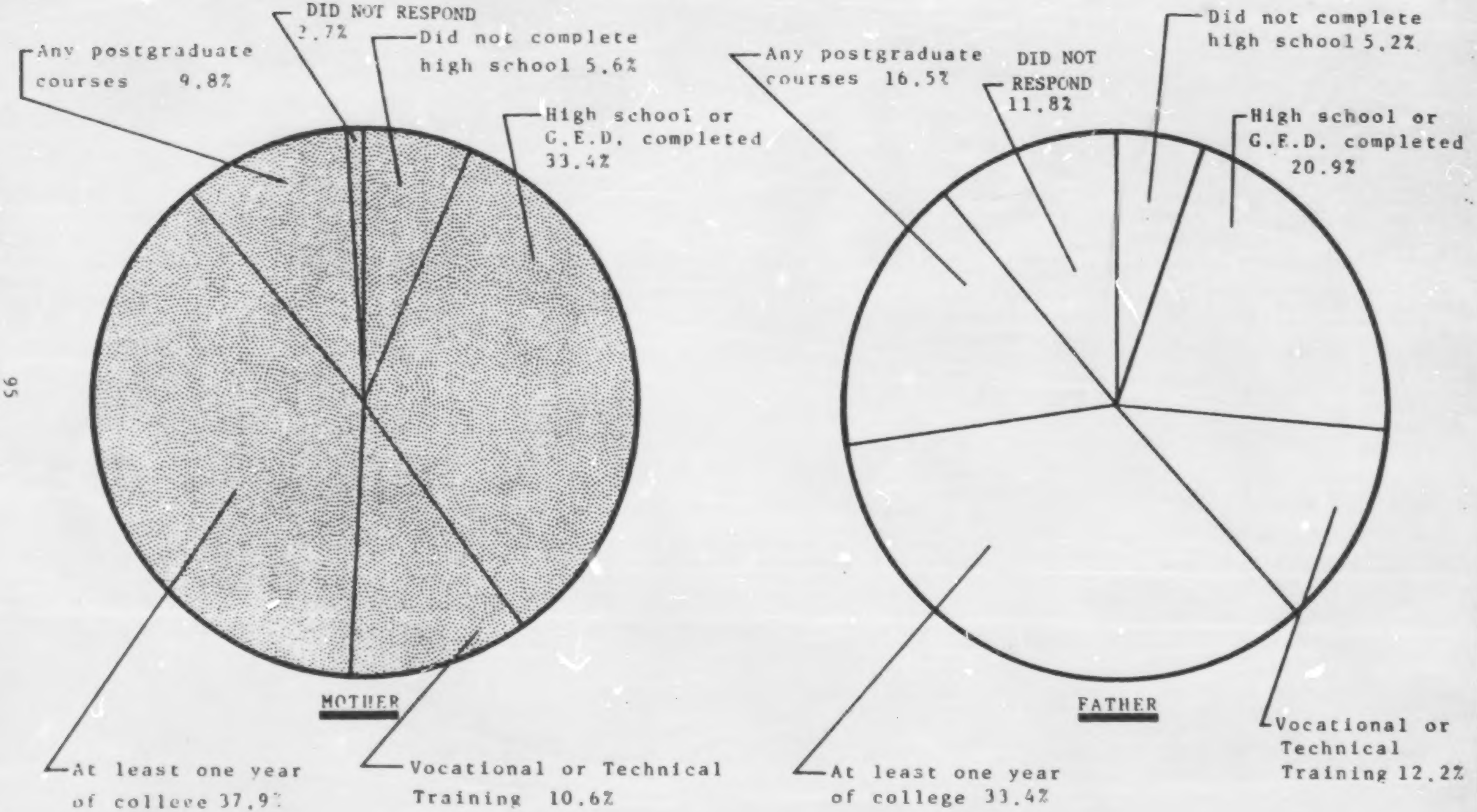
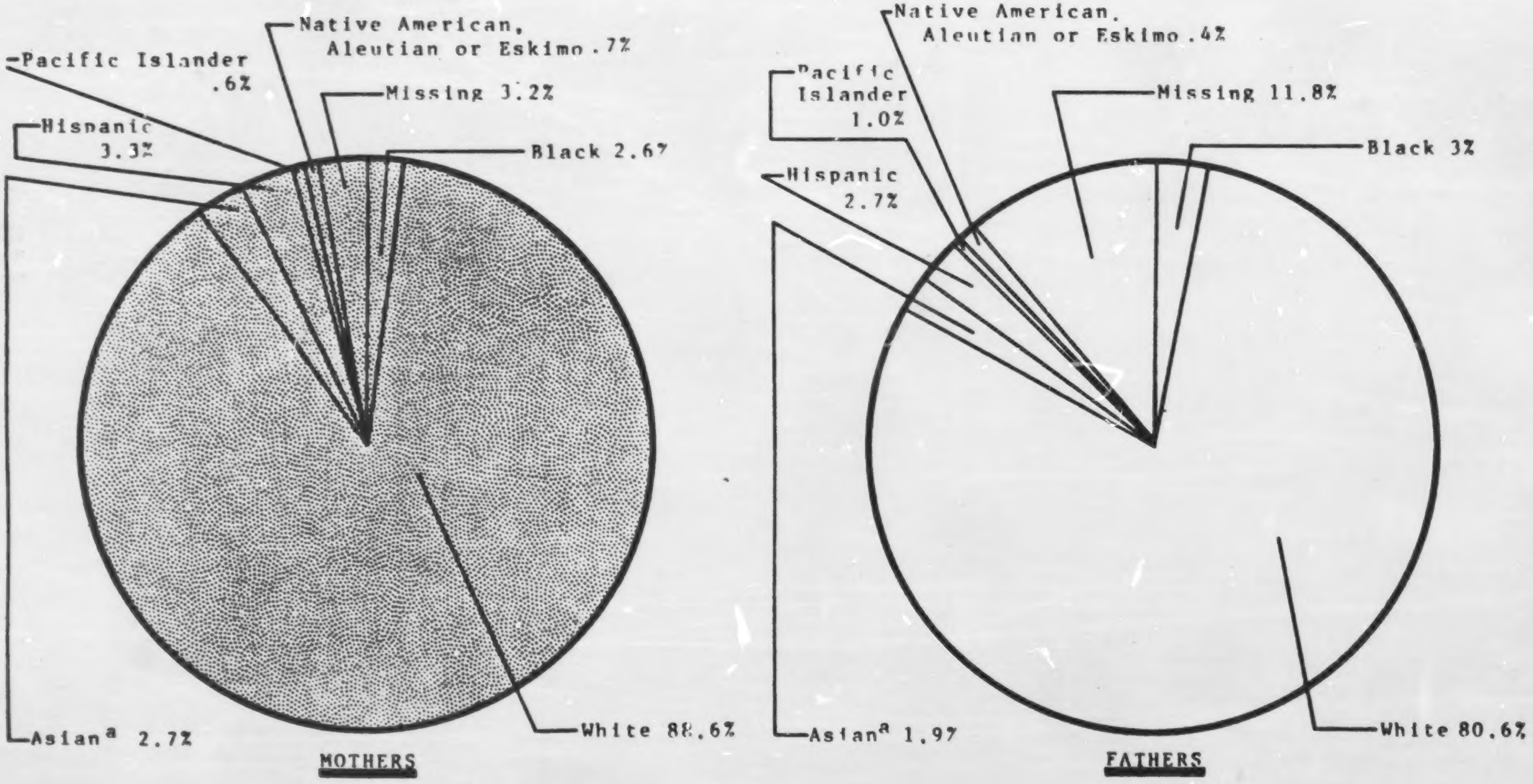


Figure 7

Race/Ethnicity of Parents of Three or Four Year Old Children in Washington State (N = 1184)



[a] Includes recent Asian immigrants, .6% for Fathers, .3% for Mothers

RESULTS

In this section, the results of the parent survey questionnaire are presented. The results for each question and the rationale for the question are presented together. Differences in responses by various sub-groups of the sample (geographic regions, ethnicity, etc.) are presented last. In the following section, the comments written by the parents are presented. It is important to consider the parent comments along with the responses to the questionnaire. A study such as this one generates several types of data: questionnaire responses, comments from questionnaires and parent forums, descriptions of model programs and promising practices, a wealth of information from the review of literature, information in various forms from field coordinators and the Advisory Committee, staff interviews and so on. Some findings are the results of the actual conduct of the study, as our awareness of the need for information and referral service improvements through our experience in compiling a statewide list of the programs that serve preschool age children. Of all this data, the questionnaire responses alone lend themselves to numerical presentation. There exists a danger in putting too much weight on these responses and too little on other sources of data, simply because the questionnaire responses appear more "scientific." The project team has made use of all of the sources of data in drawing our conclusions and making our recommendations, and we urge the reader to do likewise.

Current Situation

Question one asked the parent to check one of the following:

I use preschool or child care services for my 3- or 4-year-old child

I want preschool or child care services for my 3- or 4-year-old child

I do not want preschool or child care services for my 3- or 4-year-old child.

The purpose of this question is simply to discriminate among these three groups. The second group is a very important group, identifying the amount of unmet need for these services in the state. In our total sample, 821 (69.3%) of the parents use preschool or childcare services , 164 (13.9%) want and are unable to use preschool services, 183 (15.5%) do not use, want or need these services and 16 (1.4%) parents did not choose to answer this question. This information is shown in Figure 8. The high percentage of children in programs (over two-thirds) has implications for the content and structure of kindergarten programs in Washington state.

Types of Programs

The next question asks the parent to identify the type of program their 3- or 4-year-old currently attends, if any. The types and responses are shown on Figure 9. Three hundred nine parents did not complete this question. A number of those parents are the parents who do not have their child currently in a program. Recall that this list of program types was developed through the cooperation of a group of professionals who represented the diversity of public and private programs in our state.

Parents sometimes check more than one type of program from this list; in fact, 151 parents checked two programs and 31 checked 3 programs.

To summarize parents' choice of programs, the single most common program were the two year institution programs, lab schools, parent cooperative or campus day care. Based on the comments written by parents, this seems to be primarily parent cooperative preschools.

Slightly less common were church related programs, licensed family child care, and private child care centers with part time preschools. Next were "other" programs, and care by a relative, followed by Head Start and unlicensed care. Relatively few children were cared for in their home, were in school district programs or nonprofit centers. Very few children were found to be in "other public" programs, private childcare centers without part time preschools, private preschools within private elementary schools or mini centers, and only 5 parents reported using drop-in centers.

Another question asked the parent is how many different childcare or preschool programs the child had been in during the previous year. Thirty-two and one-half percent of the parents reported that their child was not in care. Forty-eight percent of parents reported that their child had been in one program, thirteen percent reported two, three percent reported that their child had been in three programs, and two percent reported four to twenty* different programs for their child during the year. These figures indicate fairly stable populations, but also indicate a need for good referral to all program types.

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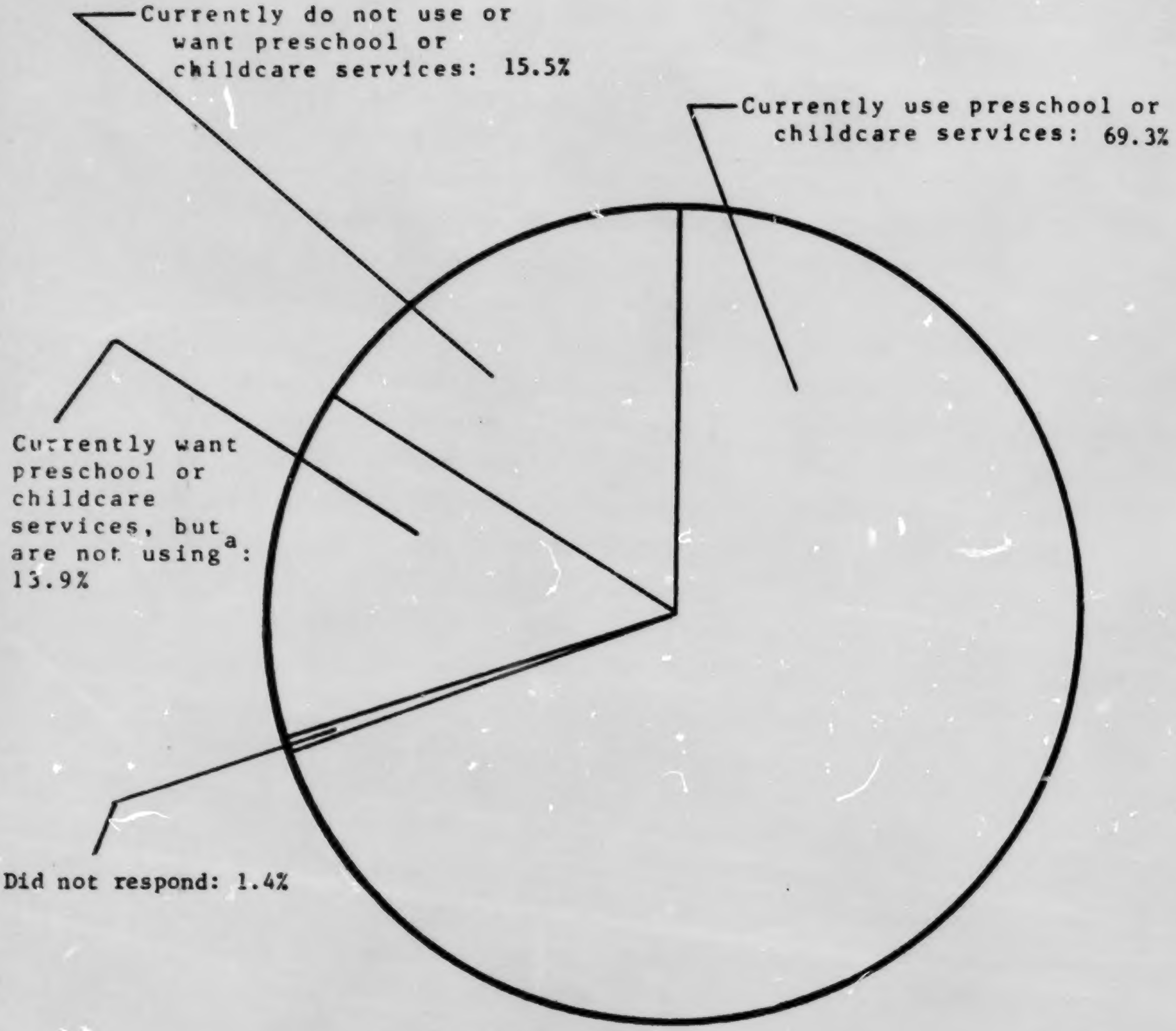
*Only one respondent reported 20 changes; three parents, however, reported 10 changes during the year.

Figure 8

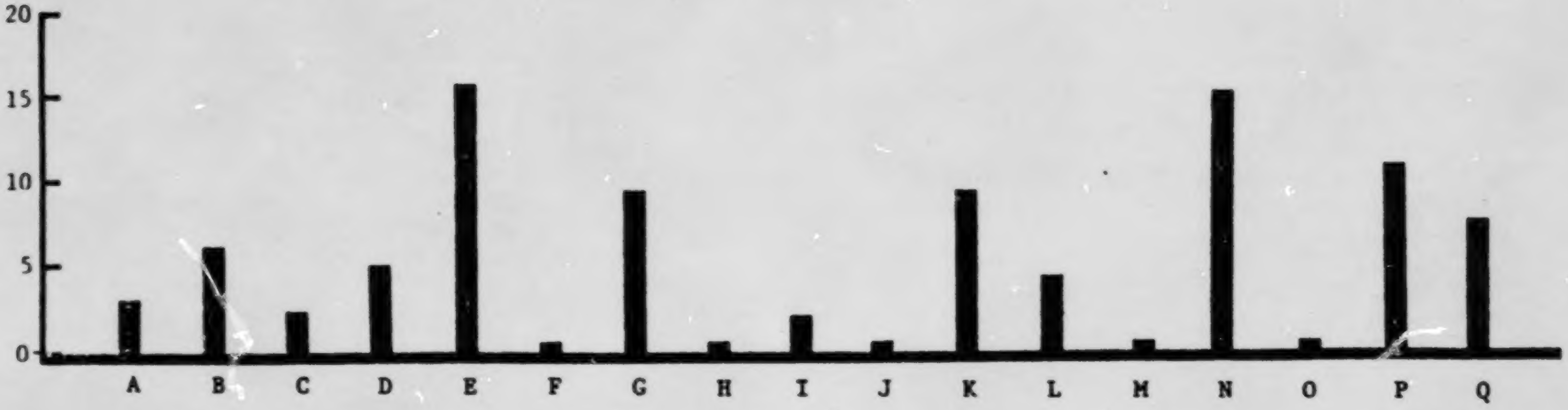
Current Care Situation for Three or Four Year Old Children in Washington State (N=1184)
(Question 1)



[a] Not Available: 2.4%
Too Expensive: 4.9%
Too Far Away : 1%
Did not like programs offered: 1%
Not offered when needed: 1.4%
Other: 3.2%

Figure 9

Types of Preschool or Childcare Services Currently Used By Parents of Three or Four Year Old Children in Washington State (N=1184) (Question 1a)



A: Care in Child's home (3.5%)
B: Care by relative (6,5%)
C: School District program (3,5%)
D: Headstart (4,7%)
E: Postsecondary institution program (15.1%)
F: Other public programs (1%)
G: Private childcare center with part time
  preschool (9.5%)
H: Private childcare center without part time preschool (1,2%)
I: Non profit childcare center (3.4%)
J: Minicenter (1,2%)
K: Licensed Family Day Care Home (9,5%)
L: Unlicensed Family Day Care Home (3,8%)
M: Drop in Child Care Center (1%)
N: Private preschool (15,5%)
O: Private preschool within a private elementary school (1,3%)
P: Church related center or preschool (11,4%)
Q: Other programs (7,8%)

Expressed Parent Need

By skipping ahead to the questions concerning parent need, we can compare current use patterns to expressed need. The most commonly used types of care are regular full day and half day programs. The most wanted types are irregular care on a drop in basis, in evenings, and during illness or vacation (respite care). From the comments, and from contacts with administrators, the paucity of drop-in programs may be partially related to the difficulty of maintaining a manageable program for children at a drop-in center, and the difficulty in making such a program financially viable, with difficult areas being the uncertainty of income and the difficulty of record keeping.

A second set of questions asked parents about their other needs in relation to their children. The results are shown in Figure 10. This list of services was believed to be comprehensive; that belief was supported by the low responses in the "Other needs" category. The most needed services are information on special events for families and children and cooperative toy purchasing*, followed closely by information on evaluating preschool or childcare programs and a resource center for children and childcare providers. Next most needed were toy and material recycling, referral to child or family service agencies, and information about child development and child care with the topics discipline, children's behavior and ways of learning specifically noted. Least needed were parent support groups, toy lending libraries, and information on child health and nutrition. It is interesting to note how many of the most needed services could be provided by a single resource center for children at a county or regional level, and, since most of the needs are informational or low cost coordinating activities (such as the toy purchasing cooperative), how relatively inexpensively these needs could be served.

Question 1)b. asked parents whether or not the program their child was in stressed learning, such as the letters of the alphabet. Thirty-eight percent of those who answered said that it did; this had additional implications for the design of curricula for kindergarten and early school programs. Twenty-seven percent said that their child's current program did not; seven percent did not know and twenty-seven percent did not answer. Many of those who did not respond did not have their child in a program.

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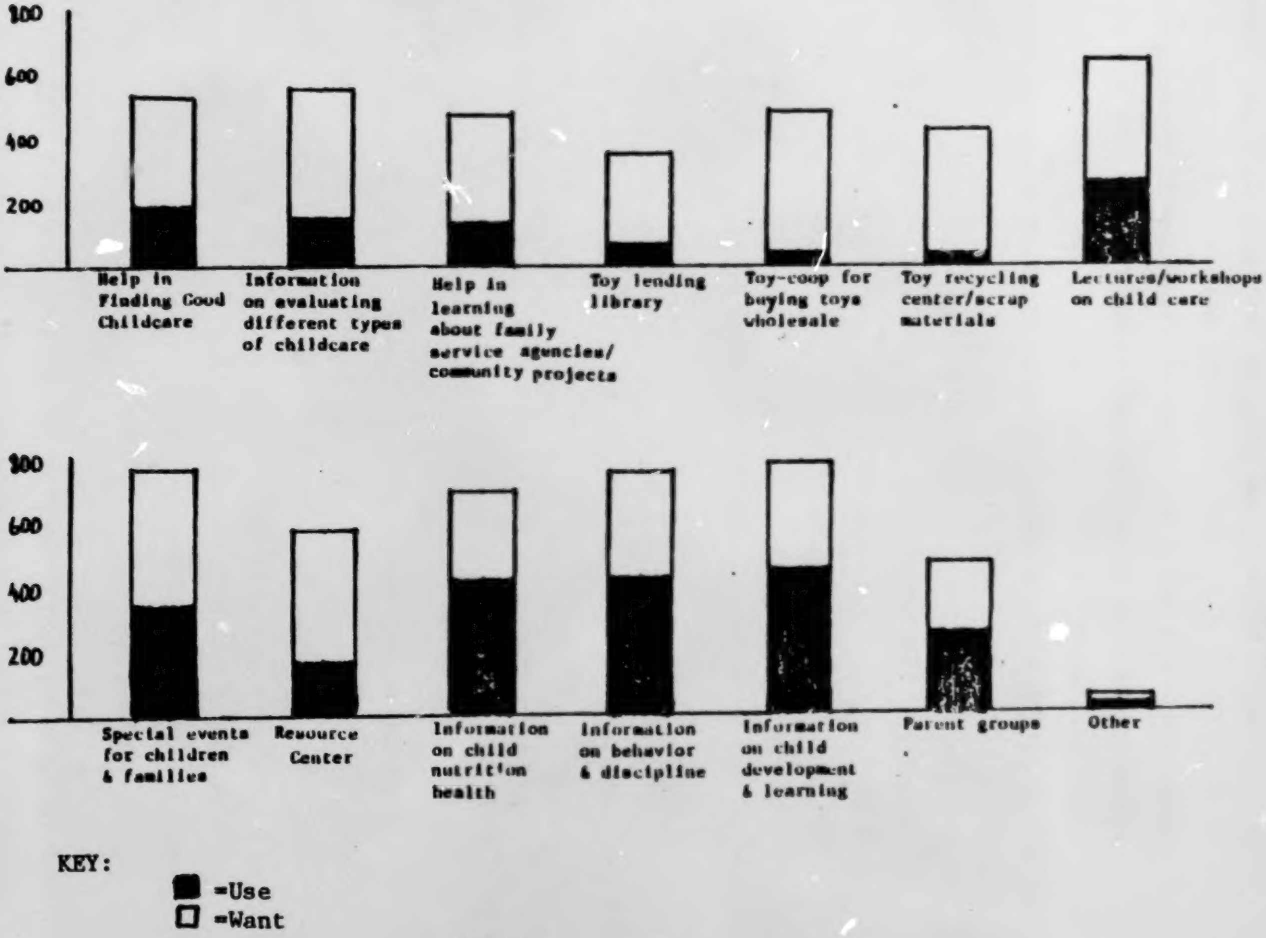
*The high response rate for this service may be due in part to its novelty.

Figure 10

Use and Expressed Need for Services , by Number of Families with Three and Four Year Old Children in Washington State (N=1184) (Question 5)



The variability of programs that this suggests is a major finding of the study and is confirmed by the program survey data.

A series of questions asked parents to rank several possible locations for preschool or child care services: close to home, close to work, at work, close to siblings' school or childcare/preschool program, at a neighborhood public school, or other location. The choice with the most first ranks was "close to home" by an overwhelming 685, to 122 first ranks for "at neighborhood school." There was a virtual three-way tie among "close to work," "at work," and "close to siblings' school" with 67, 62 and 61 first ranks respectively. "Neighborhood school" scored highest in number of second ranks, 268, followed by "close to work" with 214. "Other location" received only 16 first ranks. Table 3 shows the choices and parent responses.

Three questions asked about assistance provided for childcare or preschool services by employees. Only 3.6% of the sample reported that employers provided childcare or preschool programs, and two percent of the 3.6% were in military service. An additional 3% of parents reported that their employers provided some type of other assistance with preschool or childcare needs.

The final group of questions dealing with parent need examine: 1) parental reasons for choosing programs or 2) reasons why their child is not currently in a program. The latter question, directed to parents seeking an early childhood program, was answered by only 169 parents, since so many of the respondents had children currently enrolled in programs. The parents were asked to choose from the following reasons: not available; too expensive; too far away; did not like program offered; not offered when needed; and other.

The most common choice was "too expensive." The "other" category is described in the section on comments on the parent survey; primarily parents reported that they were waiting until the child was older before enrolling him or her into a program.

Parents were asked to rank four reasons for choosing a preschool or child care program: cost, program, location, and hours/composition of the class/and other reason. The results are shown in Table 4. The most important reason reported by parents was program. The rankings for the next three are not clearly separable: location had the highest number of second place ranks.

Table 3

Parental Choice for Location of Preschool or Childcare Programs, Parents of Three- or Four-Year-Old Children in Washington State (N = 1184)

(Question 6)

	First Choice	Second Choice	Third Choice	Did not respond (or lower than third choice)
Close to home	685	165	85	249
At neighborhood public school	122	268	219	583
Close to work	67	217	178	722
At work	62	84	123	925
Close to siblings school	61	195	123	721
Other location	16	12	40	1,116

Table 4

Reasons for Choosing a Particular Preschool or Childcare Program: Parents of Three- of Four-Year-Old Children in Washington State (N = 1184)

(Question 7)

	Most Important Reason	Second M.I. Reason	Third M.I. Reason	Least M.I. Reason	Did Not Rank
Program	646	161	110	37	230
Hours, Composition of Classes, or other	134	240	199	265	346
Cost	129	231	268	285	271
Location	108	333	369	125	249

On the last group of variables examined, parents were asked to choose from a list of reasons why they chose a childcare or preschool program for their child. The reasons and the number of parents who chose each are shown in Table 5. The highest ranked choice was "contact with other same-aged children", which was virtually tied with "learning experiences for the child." The next highest ranked choices were also almost equally commonly chosen: "care while parent works" was only slightly more commonly chosen than "elementary school readiness." Other choices were much less frequently chosen.

Table 5

Reported Reasons for Use of Childcare or Preschool Services, Parents of Three- or Four-Year-olds in Washington State (N = 1184) (Question 4)

	Most Important	Next Most Important	Not Important	Missing
Contact with other same age children	645	229	117	193
Learning experience for the child	639	250	99	196
Care while parent works	385	79	493	227
Elementary school readiness	326	358	273	227
Parent support group	105	265	573	241
Temporary care for short intervals	92	205	632	255
Program for special children	50	76	790	270
Other reasons	42	20	389	733

Subsample Analyses

Comparisons of various subsamples of the parent survey were thought to be useful. In the first subsample comparison, the regions of the state were compared. Regions 1 and 2 were grouped together, representing eastern Washington, regions 3 and 6 were grouped together as representing western Washington exclusive of the urbanized regions; and regions 4 and 5 were grouped together, representing the largest urban population centers. In general, most of the significant comparisons were between region 4/5 and 1/2 or 4/5 and 3/6, rather than between 1/2 and 3/6; that is, it appears that the differences are due to a dimension of urban or rural location rather than geographical location (refer to Figure 1 for map of regions).

First, significantly more parents in regions 4/5 currently use or want preschool or childcare services than parents in either region 3/6 or 1/2.* There were also regional differences in the programs used by parents. Regions 4/5 were higher than other areas in Head Start (with Region 3/6 reporting the lowest use of this program), 1/2 higher in reported use of licensed and unlicensed family child care, private centers with part-time preschool and private preschools. Region 3/6 were low on licensed and unlicensed family childcare, and higher than other regions on church related preschools or programs.

In explaining why parents who wanted but did not have their child currently in a preschool or childcare service, the "Not available" response was much more common in both regions 1/2 and 3/6 than in 4/5.

In describing needed services, irregular day time care was more commonly reported as a need by parents in regions 1/2 than other areas; parents in regions 4/5 reported more often than others that child care assistance was provided by their employers than parents in other regions. Regions 4/5 also contained more single parent female families than other regions, while regions 1/2 reported more extended families. Relatively few respondents reported no family members were employed in region 1/2.

Regions 1/2 differed from 4/5 in their preferences for location of preschool or childcare services, with the parents in region 4/5 ranking "close to work" higher than those parents in 1/2.

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* (N for 4/5 = 419; N for 1/2 = 327; N for 3/6 = 422. T value for 4/5 vs. 1/2 = 4.14 df = 744, $p < .0001$. All figures are for two tailed tests of significance, pooled variance estimate, from the Statistical Package for Social Sciences Programs as maintained at the University of Washington Academic Computer Center.

Finally, there was a disproportionate number of "less than $7,500" income families reported by parents in region 1/2 and a disproportionately large number of "over $25,000" families reporting in region 4/5. The education, especially of the father, shows a related trend, with region 1/2 reporting more parents who did not finish high school, and region 4/5 reporting more parents with graduate training. Families in region 4/5 had fewer older siblings than those in either region 3/6 or 1/2. Racial and ethnic composition also varied by race, with more Blacks and Asians in regions 4/5 and more Hispanics in 1/2.

Our next subsample comparison examines the regional sample in relation to the kindergarten sample. The kindergarten sample parents, who completed the questionnaire describing their situation when their child was 4, were an important check on the validity of the regional sample, since the school districts were selected randomly. Superintendents were instructed to select schools at random when more than one kindergarten class existed. A strong confirmation for the validity of our sampling methods was found when the two samples were compared and found to be very close on almost all responses. The regional sample (N = 495) and kindergarten sample (N = 337) were not evenly distributed by regions. The regional sample was a balanced quota sample, while the randomly chosen school districts (as can happen in a truly random sample) were "over sampled" in region 6 and slightly undersampled in other regions. On the critical question of the use of child care or preschool programs, kindergarten parents reported 62.6% used the programs, 11.7% wanted them, and 24.3% did not, compared to 67.9%, 18% and 12.5% for the regional sample. In comparing reported program types, the kindergarten sample reported higher use of Headstart and lower use of private centers and licensed family day care providers. In reasons reported for why they did not find a program, kindergarten parents reported that the program was too far away 12.8% of the time while regional sample parents chose this alternative only 5.1% of the time. There were only small differences in other variables, such as the reasons for choosing a preschool or child care program - "learning experience for the child" was chosen first by 55% of the regional sample and 49.3% of the kindergarten sample; programs located close to home were the first choice of 50.1% of the kindergarten sample and 64% of the regional sample.

A third subsample comparison is between the 199 parents who responded that they did not use or want child care or preschool services and the parents who reported that they currently used (N - 821) or wanted (N = 164) these services. Several differences distinguished these groups. Those parents who do not want or use childcare or preschool services were more likely to report two parent families, and to report 1 (rather than either 0 or 2) employed persons per family. This group was more likely to have children other than the 3- or 4-year-old, not significantly less income, and, especially for fathers, more respondents in the high school education category and fewer in the college or graduate education category. The parents who did not use or want child care also were more likely to rate the other services listed, such as referral or information services, as "not important."

A final subgroup comparison looked at two parent vs. other families. Two parent families, as noted above, were less likely to use preschool or child care services (although more than half do so). This group uses private preschools more often than non-two parent families, and reports fewer "not sure" responses on the question of whether or not the program their child attends stresses learning. Two parent families report fewer changes in programs and make use of fewer regular full day programs, and more regular shorter than half day programs. Non-two parent families report that they want more regular evening and weekend care than two parent families, and more irregular one-time care overnight, evenings, and when they are ill. The non-two parent families chose "care while parent works" as a reason for enrolling their child in a program almost twice as often (62.4% vs. 36.1%) as two parent families; two parent families had higher scores on "contact with other children". Special programs were slightly more commonly chosen by non-two parent families. Referral to social services and help in finding childcare were also more highly rated by single parents or extended families.

Preferred location of care was also different for these two groups, with higher scores for "at work" and "close to work" for non-two parent families and higher scores for "close to home" and "close to siblings school" for two parent families.

Cost was reported as the most important factor in choosing a program more

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commonly by the non-two parent families; "program" was equally high in percentage of second and third choices, but less high in number of first place choices. This may indicate a hierarchy of needs: program may only be considered when the service is affordable.

Two parent families reported more younger siblings, fewer families with no employed persons, and higher income. In fact, 40.7% of the non-two parent families reported income under $7,500. The mothers educational levels were lower in the non-two parent families; there were no significant differences in ethnicity or race between the groups.

PARENT COMMENTS

Of the 1,184 parents of three- and four-year-olds in Washington who returned survey forms, 188 added written comments. These reflect enormous diversity in the parental attitudes and circumstances that influence child care arrangements. Parents' comments vividly demonstrate the complexity of factors considered in making decisions about whether, where, when and with whom to leave their young children. For some parents, child care services are a necessity, while for others they are an option. Some parents make great sacrifices to send their children to programs, while others suffer financial hardship to care for them at home. Clearly, parents have very different views on how to raise children -- but equally, whatever the differences in opinion, there are common parental feelings of love and responsibility for young children.

The Respondents

Family circumstances and parental values were poignantly reflected in parents' comments. Included below are examples of responses from single parents, parents of handicapped or gifted children, parents trying to juggle the needs of several young children and parents with strong religious convictions. This sample of comments illustrates the ways in which child care decisions are shaped by numerous factors ranging from parents' marital status and occupation to children's characteristics, such as age or ability.

> *I am a single parent without transportation attending Ft. Steilacoom Community College. In my area there is little or no day care. When day care is subsidized there are long waiting lists; if it is not then it is expensive. Public assistance no longer pays for childcare unless it is through licensed centers or homes; these are not always available- the alternative is even more difficult to find - child care in one's own home unlicensed. With Reagan's move to make the WIN program mandatory for all welfare households whose child is over the age of 3, even the scarce daycare services now available will be used up, and in our areas, unless something is done, there will be the bind of law on one side and reality on the other side. There can be no working or schooling without childcare. This does one thing, each day it grows more obvious that while two parent homes are the ideal (with mama the "daycare provider"), as are self supporting homes, the first is not dealing with the many divorces and single parents situations. If you want working single parents there must be childcare. It is 1st priority.*

I am the custodian of my children. I receive no child support and am on public assistance. I am a substitute teacher... I have only had three calls to work since September, 1981. It is now November 9th, 1981. My guess is that due to budget cuts, fewer substitutes are being used. My grant is now $501.00 a month, and I pay $300.00 a month rent because I choose not to live in low income housing. DSHS no longer pays babysitting.

Two sons: Three year old is hydrocephalic with cerebral palsy. Four year old is Down Syndrome. Both children need handicapped preschool for the speech, occupational and physical therapies. If our children weren't handicapped, I would use daycare on a drop-in basis for doctor appointments, etc.

By mother: I work part time, but my husband is home at this time to care for the children. We enrolled our son in a preschool program 2 years ago when he was 3 years old due to a speech problem. He was also in a home-base program which helped him tremendously. I am so thankful that this program was available to us. Our son will be going to kindergarten this fall on schedule thanks to the home-base program. We will be sending our 3-and-a-half year old daughter to the same preschool program (not home base - no learning disability in her case) to prepare her for elementary school.

Our three year old son is slow in developing speech. He is involved in a program provided by the Bellevue School District plus will begin a private preschool program this fall. The special situation has, of course, changed what we would normally have done in regard to his early childhood education.

I feel our home and social interaction provide adequate stimulation at this time. My baby is in an infant program for delayed children where I learn teaching techniques I can apply on my older child. They have a chance to be with other children and I have access to group parent sessions and lectures. All of these I think are important and would seek them if I wasn't already involved.

We have had no problem finding good child care (licensed friend), but we were willing to expend considerable effort in that direction. I have been appalled by the lack of quality and direction (and organization) in public education, especially in reference to gifted children. We began checking out our first child's future educational opportunities and needs when she reached 18 months and we began to suspect she was gifted... If we had not been as persistent, our daughters and son would have been condemned to educational mediocrity. Because of our experiences in contacting public institutions (child care and school) we are totally turned off on any state involvement with our children's education.

I filled this out for last year when my kindergarten aged child was in preschool. I am now a single parent (male) and would have filled this out differently this year.

My daughter is an advanced child or I believe her to be. I feel she would benefit from contact with other children especially, before she enters kindergarten. She's an only child. Her father is a commercial fisherman and is away from home part of the year - essentially I am doing

> *the raising of her. She has been around adults all of her life, and has an extensive vocabulary.*
>
> *My children are babysat daily by a close relative with five children of their own. My four year old son is learning to read through picture-word relation and seems more than willing to learn. I would like to have more information on early childhood education as my children seem to want to learn. They are both very curious and ask a constant stream of questions, and always, why? if they don't understand my answers. For these reasons and many more I do not feel that my children, so far, have shown the need for any extra child care services. I am interested in knowing about the options available for preschool education.*

The following comments indicate some of the ways in which family values shape child care decisions:

> *I do not really want child care services as a program. I have always had relatives care for my preschool children. The main reason is a Christian environment. This is the most important thing to me. When they reach the age for a preschool program I send them to a Christian private school. If I were to seek care services for my preschooler it would have to be a Christian one. Right now I have a friend who is a licensed babysitter who will probably be watching him till he starts school at the age of 4.*
>
> *I have two children. This study best related to my 4 year old so I answered this for the 4 year old who attends preschool. My 3 year old is at home and that's the way we want it. We may send him to preschool when he is four if we feel he needs it. A person doesn't need a lot of social programs in a church because so many resources and opportunities are available to meet most needs for support, encouragement, sharing, helping, learning together in studies relating to life problems, etc. It is most like an extended family. This form ignores the role of the church in the life of the family.*
>
> *We do hope to send our 3 boys to a Christian school when they're all in school. I will also work so we can afford it.*
>
> *My husband is employed full time and I work 6 - 12 hours a week. Our son comes to work with me (3 hour shifts) while our daughter is in school. If my employers (church body) did not approve I would not work. As I feel my children's best interest is at home not in a day care. I like having my children involved with other children and therefore am all for good Christian, small size class preschools. At the rate of twice a week only for a 2 hour period. I feel it is especially good for children to learn how to mix socially with the norm of their peers. Our son is shy and has no children or boys in the neighborhood his age. He enjoys visiting his preschool and is anxious to go in the fall.*
>
> *We feel a great need for our kids to learn the basic skills of survival in this time, reading, writing, the ability to figure out a check book, understanding interest, basic math. Of course we hope for much more, but*

> *we will insist on these. Just as important are the social skills. We want our children to be strong, self reliant, self assured, capable of coping with change and inconsistency. We feel it is of extreme importance that they have a solid positive image of themselves. Also, its very important we feel that they have a solid Christian faith - one they believe and know why they believe. We were the kids of the 50's and 60's. We were the radicals, the marchers and out of that have come the above convictions.*

Issues Raised: Whose responsibility is child care?

Many parents expressed points of view on whose responsibility they believe the care of young children to be. Parents' comments reflect a wide divergence of strong feelings about childrearing. Some parents believe that a child's early years are best spent at home because:

- -- parents provide love, stability and individualized care in a unique and essential way;
- -- parents can best impart their own values to their children through home care;
- -- parents are effective teachers of their children.

The following are examples of comments written by parents who advocate parental home care for young children:

> *I feel it is very important for the child to have a successfulness about himself and it doesn't seem to have this when not taught love and closeness with parents at this early age.*

> *We have had a chance to send our kids to a day care - but what for? I'm home all day and teach them more than any day care could. I didn't have my kids to have them sent to someone else's home. Keep them at home while you can.*

> *I have recently quit my work to stay home full time with the family. I feel I can provide the best and most stable situation for their growing years.*

> *Why have children if we place them in daycare? Who will then be raising our children - parents or outsiders?*

> *I am not a working mother. I stay home with my children. My daughter knows her letters - shapes - numbers, etc. She is now reading. I do not need day care services to teach my children.*

> *I firmly believe, where possible it would be more beneficial to work to keep our young children at home as long as possible. I don't think the "early" education can compensate for removing them from the love and security of parents, relatives, guardians etc. at home. And it is for*

this reason we sacrifice to keep me in the home for their benefit. I wish society would encourage this instead of discouraging and forcing women out of the home.

My husband works one full time job and 3 part time jobs so I can stay home to care for our two small children. Another is soon to be born. Our income is $15,000, and we have many bills. It is not easy money-wise, but we are both Christians and believe small children should be raised at home, if at all possible. We know many couples who are both working because they want "a higher standard of living", or the wife is "bored" at home, or a divorce has occurred - and the children are all in day care centers. We feel Christ is and should be at the center of a marriage. He will keep a marriage together, and will provide for children to be raised at home. We feel people should concentrate more on families and less on daycare centers.

We are not in favor of preschool or child care services. We believe that the child belongs at home with his mother in which he needs love and care in order to make it in this world today. God created this basic family unit to grow up together not try and get rid of it by sending your kids out the door as soon as you can.

Children are only home for five short years before going off to public schools and I believe those years should be spent at home with their families. I feel the love and closeness and family ties the child receives at home benefits him far more than any preschool ever could. All of my children are very intelligent and can keep up with (and virtually excel) any child that has been preschooled. If it is an absolute necessity that the mother work, then, and only then, I feel preschool is good - otherwise keep the child at home!

I believe the child is better equipped for school by learning at home. The parents should take time to read to their children a half-hour each day and let him or her learn to do simple chores around home. The best learning environment should be at home 0 - 5 years. I agree with alot of Dr. Moore says in his book "Better Late than Early". I encourage you to read it. In college I was in the elementary education field.

We have such a short time to spend as a family anyway. I see no reason to ship them out so early. I'm reading more and more that early education does not put them ahead any more than waiting until they're mature enough for learning math, reading, etc. I think it's the parents responsibility to provide child-care not the state's!

I am a nurse who is employed part time 1 day a week for a group of pediatricians and am aware of nutrition, child behavior and child discipline. We have a kindergartener and a third grader who attend a private Christian school. I would desire a "Christ-centered" program if my four year old were to be involved. Expense is a large factor. I want to be the one to provide those special learning experiences. I want to be the one who teaches my child her alphabet, reads to her, takes her to the park, zoo, horseback riding, swimming (which I taught her this summer).

> *She has ample opportunity for contact with other children through Sunday school (we have a very large one). She is in a class with 3 yr old girls equipped with learning centers (household, etc.)also children's church and on Wed. nights she is involved in a group for 3 and 4 yr old girls called Space Cubs at church. They make many arts and crafts. I feel her physical, mental and emotional needs are well met. Most important I would stress that I feel children need love and the only environment where I truly see it expressed has been (for me) with family, a relative and a loving Christian teacher.*

> *The parents of a child can guide it better than outsiders. Every child is unique and its training can be best tailored by those who know it best, that is, its parents.*

Conversely, a number of parents, including both users and non-users of preschool or child care services, acknowledged that these services can be an important and necessary support for or supplement to home care. This is illustrated in the following comments, which make frequent reference to the value of parent education in enhancing parenting skills and confidence.

> *We use preschool only as a supplement to our home, both for educational and socialization benefits. I feel the care and nurturing of a child is the responsibility of the parent and preschool is simply an enhancement of what is being taught at home, not an alternative to care by a mother.*

> *No preschool can take the place of parent training in the early years. Children need the closeness of Mom/Dad in these years - they are not just machines, they're human and need loving hands to help them. Preschool can be a helping hand.*

> *I find being involved in a parent cooperative preschool to be an ideal situation. My child has 6 hours per week of group interaction and a chance to make individual friends. We, the parents, have control of hiring or firing our teachers, so the teachers are responsive to parents' needs. South Seattle Community College sponsors our group and provides us with an excellent advisor and parent education courses. Our teachers and advisor are excellent models for effective guidance techniques, they are willing and able to help with most behavior problems or at least reassure that all's normal. I'm sure that if I were a working mother, it would be much harder to find a real satisfactory preschool/daycare arrangement.*

> *The parent co-operative program at Seattle Community College has provided our family with an invaluable support system. It has enabled us to meet other parents and to find peers for our son. Even though both of us are educators, the early childhood information we've gained has helped us in a very practical way.*

> *Parents need all the help and support they can get - I can't say enough for community college co-ops.*

> *During the year July 1, 1980 to July 1, 1981 my 3 - 4 year olds attended a college sponsored co-operative preschool 2 days a week (mornings) where the mothers assisted the regular teacher. We also held monthly parent meetings and attended courses at the college. I prefer this type of preschool because of the parental support and involvement in child's learning activities and the tuition is less expensive than a private school.*
>
> *My son and I attended the co-op preschool for two and a half years. I found this very rewarding and feel he learned and grew greatly from it. He is now going to attend a private preschool where the mothers are not involved as much. (There is a "teacher".) Co-op taught me alot about children and activities and about myself. I recommend it.*
>
> *I believe strongly in the value of parent support groups in problem solving reality of parenting. To provide such a structure with trained facilitators is much more valuable than any series of didactic lectures.*

While some parents accept child care services primarily as a necessity for working parents, others view them as very beneficial to children. The following are examples of comments written by parents who are strong advocates of early childhood education:

> *There are items in question 5 which because of my socioeconomic background and educational status (professional school) I do not need or use. However, I do strongly feel that resources such as these should be available for those who do desire/need them - particularly those which relate to child care, development and help in evaluation of various programs available for child care.*
>
> *Our son is 3 and a half years old and will attend a private Christian preschool 1 year before kindergarten. We feel the home situation is such that it is a stable learning environment. We do feel that it is necessary to provide quality preschool - daycare programs for those children that have 2 working parents or their situation deems it necessary.*
>
> *I was very glad to find this survey in my mailbox. I hope a large percent fill them out and return them and I hope the results are good. As a licensed day care provider I care for children 6 months to 5 years but the majority are 3 and 4. 3 and 4 year olds are so eager to learn and enjoy it so much I hate to see the learning in this period of a child's life missed. So many people take it for granted the schools will take care of "all" the necessary education when the child enters elementary school. If they only knew the benefits their child could receive from a preschool or good child care service.*
>
> *I have been a single parent for two years and had my daughter in several different (three) preschool child care programs. She has benefitted very much from these programs. She started kindergarten in September 1981 and already had a tremendous headstart on many of the other children in mathematics, letters as well as learning to play and share with other children her own age. I will back up preschools 100%.*

I believe early education is the most important. It is the building blocks of later education. Opening up the learning process early in life enables the individual to absorb and possibly eagerness to learn more.

I believe the next few years will show the need for concentrating our educational resources and emphasis on the pre-natal through age 8 years. Any movement in this direction will be extremely beneficial.

Would like to see preschool available for all children. I feel they need this time for playing and learning to become ready for school.

I am pleased to see this survey being taken. I only hope it will bring about some positive results pertaining to quality day care for preschool children.

Many children won't be as fortunate as mine. They won't get to go to preschool this year.

All 4 of my children have had cooperative preschool experience through the local community college. It has been an important part of our lives the last 10 years for friendship, support, learning, fun and a feeling of community. I feel I am a much better parent than I would have been without this involvement and my older children say their preschool years were "the best years of their lives".

The outcome of the opportunity of having the early chances of preschool program has been outstanding. The kids all perform very well and adjust quickly to most anything put in front of them. It has proven to me to give them the effect to try without fear. They have the confidence at a very young age.

Financial Responsibility

The issue of financial responsibility for child care generated considerable comment. Some parents using child care services expressed hope for a variety of forms of financial support:

- continuation and expansion of funding for community colleges and vocational-technical schools to sponsor parent cooperative preschools
- more Head Start programs
- school district involvement in the provision of child care services
- employer assistance in paying child care costs and in such practices as flex-time

These points of view are reflected in the following comments:

I wish the Head Start program here (and everywhere for that matter) were funded really well - I have been very impressed by the program goals and how hard they try to help you. They have helped our children a lot, but could do so much more and for more people if they were only funded better.

> *The community colleges have an excellent program in their parent cooperative schools. They should continue to be supported as in the past. The information they supply to parents is invaluable and much appreciated.*
>
> *I would like to see more employers involved in assisting with child care arrangements, either by flex-time, on-location facilities, or financial subsidies.*
>
> *As a full time student and part time employee I find adequate child care to be one of my most worrisome problems. Employer participation and assistance in this area would be greatly appreciated.*
>
> *We feel our child is very well adjusted 4 year old. We did consider pre-school but we work with him at home, number, colors, etc. Has contact with children his own age daily. We would like to see more t.v. programing like Sesame Street for young children. We are in a very fortunate situation in not needing outside home care for our child. More employer-provided care services are needed for working parents. (Should not be government funded. Employer should provide.)*
>
> *I work for the phone company. I have never seen or heard of options like flextime, job sharing or company provided child care. We are severely penalized for any absences, no matter what the reason. I live in dread of my child becoming sick. I could lose my job. I am very frustrated over employers like the phone company who employ large numbers of female (single) parents, being insensitive to us. They perpetrate the idea of everyone - mostly females - putting careers before family.*
>
> *The majority of families in this county require child care (i.e., single parent families or both parents work). It strikes me as utterly stupid that school districts are not in the child care business in these days of declining enrollment, school closures, and limited state funding. They should offer child care and enrichment programs before and after school, preschool and daycare...and charge for them. We pay only about $1400/year for school taxes, but we spend $400/month for preschool and childcare (that's $3600 for the school year which I would gladly pay to the school district). Funding for our elementary school's gifted program is limited, and there is no room for our daughter. We would gladly pay more for an additional program after school.*

However, a number of parents expressed strong fear of or objection to public funding of child care services. These comments reflect concern about the possibility of tax increases, government control of child care services, and erosion of the family unit:

> *I do not want the federal government involved with and/or using tax monies to support child care. I feel the basic responsibility for providing care and learning experiences for children belongs with their parents. The family unit desperately needs to be reinstated in our society.*

I would like to see encouragement given to mothers who stay home to raise their children and would not like to see public funding of day care centers.

If these answers are to be used to justify raising taxes, levies, bonds or any other type of financing I'm not interested in supporting this survey in any way, shape or form. I feel there is already too much government intervention in every aspect of our lives. I do not feel that the taxpayer should subsidize the daycare center (other than the current 20% tax relief on the federal tax return) as this causes the government to have additional control over our lives. I repeat, if this survey is to be used to justify raising taxes please throw this questionnaire in the trash can.

I am opposed to the state providing these services. I think the private sector can do a more efficient and higher quality job - for less total expense.

Our hope is that preschool never becomes mandatory for all preschool children. Our wish is that the government steers clear of funding or supporting preschool programs (except such a program as Head Start). By so doing, in our opinion, the government is promoting working mothers and thus supporting more divorce and stress on the family unit which causes eventually a breakdown in society. Also, the taxes this government levies is becoming very burdensome - for all these programs. We can't make do.

I neither use nor want a day care service in my area. As a Christian parent it is my responsibility to provide care for my 5 children. I do not support the idea of a state or federally funded day care center nor do I wish my taxes to be used for such. If there was a private Christian school in my area all of my children would be enrolled and taken out of public school.

I do not want governmental control of day care centers.

I do not feel that the state should in any way be responsible for day care and preschool programs.

Accessibility/Affordability of Care

Parents' comments often refer to two closely-related issues in decisions about child care: the cost and the location of child care services. Financial hardship is a fact of life for many families with young children. Economics determine the child care options available to families; parents use the care they can afford. They also use the care that is reasonably close to home, since the expense and the time involved in travel can be considerable. Sometimes the cost of certain child care services is prohibitive for some families; sometimes the distance from desired types of services precludes use of those services. The impact of these issues on families is reflected in the following comments:

> *The preschool I took our son to was in Toledo. I feel that this was a long way to take him for only a few hours. My desire would be to have a preschool in Vader. However many of the children in this town are not able to go or would not be able to go because of the cost. A county, state or federally funded headstart program would be beneficial to the children of this community. If there is such a program at this time that you know of I would be interested in it.*
>
> *I work in a daycare which provides for ages 1 month to 12 years but because of my income it costs me too much per month so they (my children) spend summer months in migrant education for 2 months only and then part-time with parents and relatives.*
>
> *Our rural community is without a preschool or adequate childcare services. Our child attended preschool in another community 15 miles away. The cooperative preschool concept was a major factor in our decision to send our child for two years.*
>
> *Living in a rural area creates special problems. Time and location are very important. My child was involved in a parent coop but traveling became too expensive and time consuming. I then enrolled him in a day care once a week which met my needs while only having to travel once a week. Because of the economy, preschool tuition, gas and my husband's current unemployment my children will be unable to attend a preschool or day care this year.*
>
> *The price of childcare is too expensive. The majority of a family's paycheck (especially a single mother's) goes towards childcare. If one or more children are needing care - it is too much to put up with. The amount you pay for childcare should be less, because if it doesn't go down - then you're going to find more people getting welfare because they are better off in the long run.*
>
> *I feel it is my duty as a mom to watch my own but sometimes that one paycheck doesn't cover everything. The job I did have was 4 - 5 hours a day 5 days a week. Hrs were 9:30 to 3:00 - which was super, I wasn't that long away from the kids. My oldest is 17 and she did everything that I would of done plus her own chores, and watched the twins, and entertain them with some learning time for them. The 4 weeks that I worked were good for me and all my kids, 17, 12, 3 yrs of age. My checks weren't very big but - I paid for babysitting to my kids for helping me - which wasn't nearly enough. I quit my job because the oldest girls went back to school - I have checked out some services and the best I have found was $10.50 a day - with a preschool program included which isn't bad at all - $10.50 times 10 is especially if I go back to the job I was doing - my biggest check $145.00 for 2 wks. I hope your survey will answer some of these problems - so if moms wanted to work they could, knowing their kids are loved and watched and taught like a mom would do at home.*

Quality of Care

Whatever types of child care arrangements parents make, they are concerned about the quality of those arrangements. The following comments reflect this concern as well as the anger some parents feel at the lack of information or assurance they face in selecting child care services:

> *Wish there were educational standards for all preschools similar to child care standards established by DSHS - would have uniformity of education for all children.*
>
> *I've been kinda lucky with my child in day care. I've found a pretty good school and day care where I send him now, but I'm very concerned in one dept. I just don't think there is enough teachers to watch all the children. Not enough help. But otherwise my son has learned on the average. P.S. Child care is very important to me, I'm leaving my child in somebody else's hands.*
>
> *My comments all apply to preschool programs. Any other child care that I use is for short intervals only and is provided by neighboring mothers on an informal "co-op" basis or by teenage baby sitters. I do not use other child care facilities for such periods because I have no way to evaluate the quality of the supervision in these places. My basic instinct is to believe they would not be adequate.*
>
> *It is my opinion that the state of WA is in dire need of some basic regulations governing preschool facilities and teachers. I feel that preschool teachers should be trained in early childhood education. In trying to locate a preschool for my daughter, I would ask about training. The standard reply was "WA doesn't have any certification requirements." So, they could blame their lack of training on the state. My daughter is currently enrolled in a private preschool that is held in a room that is too small for the 10 to 12 children in the class. The curriculum is academic with the emphasis on learning to write. She gives the children dittoes, which I know are not meant for 3 year olds, but for children in kindergarten at least. If the teacher had completed coursework in early childhood, I feel she would develop a more appropriate curriculum. One preschool I checked into meets in the basement of an abandoned school and didn't have a sprinkler system. I felt it would be a death trap in case of fire in the upper levels. I don't mean to belabor my own personal experiences, but it is because of them that I am aware of the state of affairs of the preschools in my area. It is also because of them that I feel some changes are desperately needed in this area for the physical and mental safety of our preschool children.*

School Readiness

The following parent comments represent a variety of strong opinions regarding the issue of school readiness: what is is; whose responsibility it

is; and the advantages and disadvantages of emphasizing it.

I am not in favor of children learning in preschool what the K - 1st grades are designed to teach them. I feel if parents encourage preschool mastery of reading, printing, etc...then they need to be prepared to enroll their child in an accelerated learning program (public or private) rather than have him/her sit in the public school classroom completely bored because he/she already knows the material. This is unfair to the child, the teacher and the other children for very often a bored child is a discipline problem.

My children go to a neighbor's or their children come to my home three days each week. In all we have ten children in the group, and spend part of each time on "creative play" and "art", and part of the time for free play, either indoors or outside. I would like to enroll my four-year-old in preschool this fall, but in our rural community there are very few to choose from. There is an excellent parent cooperative that I would like to join, but am unable to do so because the business meetings and parent seminars are all in the evenings, and attendance is mandatory. (I would be able to to attend if they were in the daytime.) I am more interested in the interaction between the children, and a lively, varied program which provides records, books, art materials, etc. nature walks, games, etc. than in a structured "A-B-C's and who can count the highest" program. I feel that a variety of experiences better prepares a young child for later reading and writing, and I read to my children, but do not try to teach them to read early.

My child has been with the same babysitter since she was 3 years old. This lady has, as well as my daughter, adopted each other. The relationship between them is unbelievable. I could never of found a better person and for this reason have hesitated in moving her to a preschool. I hesitate in placing my child in a "program" school as she is very advanced, intelligent, well adjusted child. If I was to do so, I would do so with more in mind of the age situation, the getting along with kids her own age and older. If my child was slow learning, developing and home all day with just me, I would certainly place her in a "program school". I am very afraid of boring her in her first years of school. I feel that the care, love, understanding she gets from her babysitter has developed her far beyond these "programs". She has 12 years of school ahead of her - you're only young once - why rush it.

I really don't care if my sitter is not licensed. I feel it keeps the cost down. I feel that elementary school readiness and learning experiences are my responsibility and I would prefer that at age 3 - 4 my children not be in a school-type atmosphere. They get enough schooling kindergarten through college in my opinion and starting them too early burns them out before they're through with the normal educational processes expected of them. It may even result in their not wanting to complete college which I value more than a preschool education.

I am not a strong advocate of early education outside the home. I believe parents are the best teachers a child can have in his early years. I have spent a great deal of time with my son and believe he has profitted by it. My only ***personal*** *interest in preschool is for a social time for children.*

> *I dislike preschool being a readiness program for kindergarten which is a readiness program for 1st grade. Could we not come to a point of needing a readiness program for preschool? Children need to be allowed to be children. Too much early education can lead to a "burn out" before child reaches puberty.*
>
> *I feel preschool should be far more a social experience with academic learning an added benefit. Emphasis on child learning to function effectively among a group of his peers and away from the mother and home situation - school "readiness" is maturity.*
>
> *I feel very strongly that the purpose of pre-school is socialization not a first grade learning situation. Too many parents are pressuring their children to learn at age 3 and 4.*
>
> *I found that preschool is very important for any child that enters into our public school system. My child, a boy, is more equipped to handle the routine of school now, than if he had never attended a preschool. Even if I was a non-working mother, I would have enrolled him in a preschool. I now judge a day care center on its preschool programs first. The one he attended and will be using half-days (I work 6 and a half hours a day) is set up as a day care/preschool combination. The staff will assist him on any school work that needs improvement. This staff works closely with our local school district.*

Service Needs/Gaps

Many parents wrote of their difficulties in finding child care services. Somehow, often with little or no help, parents have to figure out which services are nearby, affordable, accept children their child's age (and perhaps a sibling's age as well), provide care during the days and hours it is needed, have a philosophy they are comfortable with, employ staff in whom they have confidence -- and which have available slots. Some parents have to use more than one child care service to meet their needs. Others rely on informal networks for child care (friends, neighbors and extended family).

One difficulty faced by many parents seeking child care is the lack of information and referral services. The following parent responses illustrate this point:

> *I have a concern for families new to the island in reference to finding a preschool since all the preschools have such a long waiting list (some sign up their child the moment they find out they are pregnant). Some schools insist on an equal number of girls and boys in a class - recently there seem to have been more boys with a longer waiting list for boys. Most children on the island seem to attend some type of preschool and I feel those who have not been able to attend preschool are at somewhat of a disadvantage when starting school. I do think a resource center*

with lists of schools, information and phone numbers would be helpful. Transportation to preschools from day care situations can be a problem if working parents prefer separate preschool and daycare situations. I feel there is a need for afterschool daycare/activity situations for the older elementary/middle school age children who feel they are too old to be babysat but too young to be alone at home until a parent arrives from work. I see a need for child care during illness. Also overnight, week end, or vacation care in the child's own home so parents can get away occasionally is a real need.

A resource center would be really beneficial in meeting many of the needs listed in question #5. Some services, such as free special ed. preschools, are available to those who hear of them, rather than all those who need them.

When my child was attending preschool, we lived in San Jose, CA. A county agency had a list of licensed day care homes and preschools. If the parent gave his address they would call back with several day care homes and the parent could interview and choose day care. They were located within a mile or two of the child's home. I found out about this agency after I had had a horrifying experience interviewing a newspaper ad for daycare - a doberman pinscher jumped through a ceiling to floor window at my child while I was standing there. The window shattered with large pieces of glass just missing my child, my child was terrified. That has been 3 yrs ago and I'm still not over it. Daycare by loving, caring persons close to home is my top concern. I read to my children, play games with them and teach them at home so interacting with other children, learning child etiquette, and teacher respect is what I want as a goal for my kids at daycare. We now live in a very rural community and as far as I know the only daycare referral service is word of mouth, newspaper ads, or posted at local store.

Since I work part time and have several children I choose to have someone care for my children in our home when they are not attending preschool. Finding competent people to work in our home part time for a good salary is very difficult. A list of people seeking employment for child care would be useful. Not everyone enjoys working with children!

There were many parent comments describing unmet needs for more and/or different kinds of child care services:

We need more neighborhood "drop in" daycare facilities.

I would like to see more activities available for kids ages 3 - 4 such as gymnastics.

Main problem for us is irregular working hours and not being able to find reasonably priced, reliable child care during other hours than Monday through Friday, 7 a.m. to 6 p.m.

I am going to have my children at a bilingual program. This is going to be an up and coming need for many parents who have bilingual children.

It would be nice to know that there is a reliable place to take them in times of emergency.

We need more and better infant care on a part time basis and more preschool experiences on a 2 day basis. Most places require a minimum of 3 days enrollment.

Need more full time day care and pre-school for children before the age of 2 years. We had to wait 6 months on a waiting list to get a service in our area. I also feel you need to get more professional people involved in this care, even if you need to raise the price to get educated caring people.

I would have returned to work if there had been good child care for an infant in my neighborhood. Most child care is just not for infants.

Would like to get my son into a preschool for the September sign up, but really don't know where to start. I have called up for a few phone numbers but haven't called but one of them. Want a place close to home and no more than twice a week for a few hours.

Only one is working now, but we hope to have both of us soon. We will probably need flexible or unusual hours for child care and need information. Also I am a new wife and mother taking on a husband and 2 children from his previous marriage. I would like to know if there is some type of group that would help me discuss and deal with these new problems and ex-wives.

My son is slow in learning to talk. He needs contact with other children his age and is now taking speech therapy. I found in looking for a preschool that not much is available.

I have been in the process of searching for adequate day care - preschool combination facilities to meet the needs of my 3 year old as well as my enthusiastic 9 year old...so far it simply does not exist within an extra 30 minute drive from our home. For this reason I have employed in-home daycare. As of next month that will no longer be available to me, so I am faced with either the extra drive - or my career. The extra driving takes away my valuable time with my children as well as adding difficulties to work timing. Location, type of program, and hours available are very important to me.

Quality childcare is extremely difficult to find, particularly in inner-city area. Employer help is all but unheard of. Problem: what to do with school age (public) young children before and after school?

Our community needs more affordable preschool learning environments. The private are far too expensive especially when day care is also required for hours out of preschool. Of great concern to me also is the total lack of good affordable day care for children under the age of 2. During the past year (80 - 81) my youngest daughter (now aged 13 months) was cared for by 6 different people. I found it extremely difficult to find reliable people to come into my home or a licensed home where I felt she would get the individualized care she needed. I now face another year *(before she will be 2 and accepted into the local day care center) of trying to provide continuity of care for her.*

Conclusion

The parent comments included in this section illustrate that there are different types of parents who experience different problems in child care arrangements and who often have different views on important issues related to children. This diversity in need and opinion suggests two primary observations: one, the importance and vitality of child care provision in the state; and two, the need to plan flexible means of service provision. Parents' needs are diverse, their values divergent. The challenge in meeting the needs of families with young children is to be respectful of and responsive to this diversity.

SYNTHESIS OF URBAN AND RURAL FORUM REPORTS

What is most striking about the Field Coordinators' reports for the rural and urban parent forums conducted around the state is their similarity. Perhaps this is a reflection in part of the fact that the great majority of parents who participated in the forums actually do use preschool or child care services (155 out of 179) and that parents choosing to attend public forums to give their input on early childhood education are likely to have many common concerns or viewpoints. Interestingly, most participating parents who indicated that they did not use child care services cited such reasons as high cost, lack of transportation, nonavailability of specific types of programs, perceived low quality of services, or lack of information about available programs; a few expressed an objection to non-family care for young children.

A review of both the urban and rural forum summaries of parent responses shows a great deal of overlap in the reasons given for using childcare services. Parents have high aspirations for their children, and believe good child care promotes general development (including social skills and school readiness) and that it is both fun and challenging. Parents believe their own involvement is of enormous benefit as well in terms of support, parent education, participation in the educational process, and enhancement of parenting skills. Interestingly, both urban and rural parents frequently use child care services to counter feelings of isolation and a need for support. Chicano farmworkers expressed particular desire for bilingual programs located near fields with extended hours during the growing season. Urban parents more frequently expressed concern with improved information and referral systems, perhaps because of the plethora of child care services to choose among in urban areas.

As striking as the overlap in reasons why parents use care is the diversity of services parents want. Some parents use several care situations and many want special interest classes ranging from swimming to judo. Parents want to see more services available, better quality services, transportation to them, more affordable services, and better information and referral systems (for all types of resources for families with young children).

Parents in both urban and rural areas around the state who use preschool or child care services are concerned with quality, and see staff as key in this. Many parents believe that monitoring of quality is their obligation, and that they need education to effectively fulfill their role as consumers of services, watchdogs of services and as the primary educators of their own children. Despite almost universal emphasis on the importance of quality care for children, there is considerable controversy on the "how and who" issues of licensing/regulation and staff training/credentialling.

RURAL PARENT FORUMS

SUMMARY OF PARENT RESPONSES

1. Do you use preschool or childcare services?

   Number of parents who use preschool or childcare services: 71

   Number of parents who do not use preschool or childcare services: 11

2. Why parents use/do not use preschool or childcare services:

   Reasons why parents do use these services:

   1. necessity for parents
      a. parents work
      b. parents attend school
   2. benefits for parents
      a. socialization with other parents (especially important to parents in farm communities)
      b. support (networking with other parents)
      c. parent education/increased confidence in parenting skills
      d. time for themselves
      e. input regarding child's pre-public school educational experiences
      f. convenience (e.g., child care in shopping centers or bowling alleys)
   3. benefits for child
      a. school readiness
      b. socialization with other children (necessary in more isolated rural areas)
      c. fun
      d. Chicano child can learn English and retain Spanish
      e. exposure to experiences not otherwise provided
      f. motivation to learn/challenge
      g. meets needs of special children

   Reasons why parents do not use these services:

   1. extended family helps with child care
   2. belief that childrearing is the responsibility of the family
   3. available services seen as inadequate to meet needs of handicapped child
   4. too expensive
   5. questionable quality of existing services (i.e., inadequate supervision or inadequate staff training)

   Some parents offered reasons why they chose a particular childcare service:

   1. program offered
   2. familiarity with program director
   3. convenience of location
   4. parent involvement component

3. Services parents want that aren't available:

   a. greater diversity of services - need expressed for different types of services and/or more services, including:

   -programs for fathers (e.g., on Saturdays)
   -care for special children
   -infant and toddler care
   -extended care for parents working swing shift

- respite care
- sick child care
- variety of preschool programs (i.e., different curricula, different parent involvement components, bilingual programs, etc.)
- drop in care
- school age care
- child care near field for farmworkers with longer hours during growing season

b. greater availability of care of all types

c. easier access to child care services and special interest classes (especially in rural areas) - more and better coordinated transportation systems

d. more special interest classes (e.g., swimming, dance, story hours, creative dramatics, etc.)

e. child abuse prevention programs for rural areas (with outreach and supportive services)

f. toy lending library

g. early screening and diagnosis for all children

4. Parents' input as to how existing preschools and childcare services can be improved:

a. staffing
- increase staff supervision
- increase staff pay
- offer local classes for babysitters
- provide more staff training and incentives for training
- better staff to child ratios

b. licensing/regulation
- require licensing personnel to get day care experience
- increase state supervision of day care

c. parent involvement/education
- provide better orientation of families newly enrolling children in centers
- prepare publications for parents with overview of available child care
- teach parents how to choose and monitor quality services
- require parent participation in all programs

d. plan for communication among different parent coops

e. bilingual services - encourage proficiency in two languages

f. provide continual rather than seasonal care for farmworkers' children

g. expand existing services

h. improve coordination between childcare services and school district resources

5. Parents' input on how to assure quality in preschool or childcare services:

a. staff selection/training/supervision (quality staff means quality care)
- mandatory teacher training
- close observation and supervision of staff
- inclusion of parents in hiring of staff

b. licensing/monitoring
- monitoring of childcare services by outside agency (variety of opinions on this - for example, the state, definitely not the state, local school districts, community colleges, local governments)

-provision of funds to help programs meet licensing standards
-licensing standards determined by person or agency knowledgeable about both early childhood education and community needs

c. parents
-teach parents how to determine quality care
-encourage parents to visit services before and after enrolling children (parents as "watchdogs" of services)
-parent participation in all programs
-parent education components in all programs
-parent education offered in high schools
-formation of a parent lobby

URBAN PARENT FORUMS

SUMMARY OF PARENT RESPONSES

1. Do you use preschool or childcare services? ___number yes ___number no

   Number of parents who use preschool or childcare services: 84

   Number of parents who do not use preschool or childcare services: 13

2. Why do you use/not use preschool or childcare services?

   Reasons why parents do use these services:

   1. necessity for parents
      - a. parents work
      - b. parents attend school
   2. benefits for parents
      - a. more time with other children in the family
      - b. time away from the child
      - c. socializing/support from other parents
      - d. ideas for activities (e.g., for parent who is day care provider)
      - e. parent education (parent coops offer variety of parenting styles, knowledge of child development, learning through participation)
      - f. feedback on child's skills and abilities
      - g. coop is cheaper than other types of care
   3. benefits for child
      - a. structured learning experiences - educational
      - b. socialization with peers, learning social skills
      - c. exposure to trained personnel
      - d. special services for handicapped child (mainstreaming before regular school)
      - e. pure enjoyment; prevents boredom
      - f. center offers more stability than babysitter
      - g. fosters independence (child has "own" school)
      - h. stimulation other than parents, activities different from those at home (e.g., field trips, art activities), interaction with different adults
      - i. exposure to a variety of lifestyles, racial and economic backgrounds
      - j. screening/treatment services at childcare site (e.g., dental, hearing, speech)
      - k. promotes school readiness (e.g., listening skills)
      - l. exposure to group activities

   Reasons why parents do not use these services:

   1. too costly; on welfare; not an economic priority
   2. home is valuable experience
   3. questionable quality of existing centers
   4. waiting lists
   5. no referral services - not sure how to find type of care desired
   6. transportation problems
   7. no drop-in care, especially for infants and toddlers
   8. child has lots of playmates - no need for group care out-of-home

3. Services that parents want that aren't available:

   1. resource center - information and referral
      a. lists of caregivers with specific qualities (e.g., nonsmokers)
      b. lists of mentors or individuals with special talents to share
      c. lists of schools by program type, location, philosophy, fees, type of guidance techniques used, specialization (e.g., music, dance, math), accreditation or certification of staff
      d. listing of local programs for 3's and 4's in soccer, gymnastics, art, music, etc.
      e. lists of babysitters

   2. evening care and weekend care for parents who work graveyard or swing shift
      sick child care
      drop-in care
      respite care
      infant/toddler care (more and cheaper)
      24 hour care
      seven days per week care
      family day care for siblings
      summer programs
      more mini centers in the community
      child care at work site
      more programs for parent/child interaction
      more parenting programs in rural areas
      more slots in existing special/quality programs

   3. more services for handicapped children (e.g., health programs to come to centers and work with staff and parents on meeting the needs of special children)

   4. coordinated transportation services between child care programs and special interest activities (e.g., between centers and community facilities) - activity buses

   5. gymnastics, dancing, judo, etc. close by

   6. parent library with current resources on child development and parenting, specific information on special topics such as divorce, death, etc.

   7. variable methods of payment (e.g., coupons, bartering)

4. Parents' input as to how existing preschools/childcare services can be improved:

   1. Staff training/qualification:
      a. more choice of trained teachers (especially in family day care) and a way to check on staff training
      b. staff should understand children's developmental stages

   c. more training of staff
   d. education for certification for providers (that doesn't cost, since wages are so low)
   e. upgrading of provider status in the community through certification or early childhood education coursework

2. Parent education
   a. more personal conferences with parents
   b. more parent education
   c. education of parents to be better consumers of day care

3. Parent involvement in program operation improves quality (e.g., coops, Head Start)

4. Parent input is critical in service provision
   a. staff needs to recognize parents' needs
   b. should be more parent forums
   c. better match of parental expectations and program types

5. Facilities
   a. more facilities
   b. upgrade existing facilities with no additional cost to parents

6. Programs:
   a. use total environment (inside and outside) for learning
   b. structured activities and definite schedule but less regimentation, especially with toddlers, would improve programs
   c. emphasis on play and creativity rather than conformity

7. Support Services
   a. provide screenings and assessments in general development, including health

8. Location of Services
   a. more neighborhood programs

9. Cost of Services
   a. payment options such as fixed monthly payments
   b. parental choice of care is presently based on cost - should be more financial support for parents so choice can be based on other factors

10. Other Services Needed:
    a. care for sick children
    b. care for deaf children
    c. care for gifted children

11. Staffing
    a. more staff
    b. higher wages for staff
    c. certification/training for staff (see #1 above)
    d. having a choice of trained teachers (especially in family day care) and a way of checking on the appropriateness of training for work with young children

12. More programs designed to meet local needs of parents

13. Licensing
    a. more effective monitoring of compliance with licensing requirements
    b. less regulation (parent satisfaction more important than DSHS rules)

Rift between regents, students develops on UW day care issue

By Robert Goldstein
Journal-American Staff Writer

University of Washington's student body president doesn't look like a rabble rouser, and he's a far cry from the long-haired radicals of the late 1960s.

But Clayton Lewis, who came to last Friday's … Board of Regents meeting dressed in a sport … and tie, and the men that run the universit… collision course.

It is not a secret the student leader… the administration and believes … is nothing more than a rubbe… tive proposals. And it is a… istrators and regents … dent obstinacy an… overall dilemm…

The lates… is not n… yea…

… ce. inc…

The … subsid… low-inco… counter b… univers… stan… …sing …

students themselves produced a factual, objective report.

"You basically rubber stamp what the administratio… to say," countered Lewis.

…rought a reply from Provost George Beck… …sidered the second most powerful person at …ity and one who seldom enters rhetorical …

…ic is powerful and sometimes becomes …eckmann said. "…I'm disturbed by …ers' attitude … Over the last t… …istration has done everythin… …uction and academic servi… …ontinued, this has hap… and building mainte…

…e leadership …ing by s… … added: " …g to suffer … …e last shot. …versity adminis… … then it will be the … Lewis said.

The gap between … ministration began when 70 student… Schmitz Hall. … admission po… …ty Progr… …ed whi…

Day care article praised

Editor:

Last week, the Daily printed tw… which referred to the current day… test. Since I am one of the parents quoted as being a…nst the decis… corporation I s… to respo… Bressler's let…

First of … exp… have be… fundir… bef… C… …, the… …m in … selling … during … Mr. Bressler … rent of two, livi… …id receiving finan… university. If anyone … pressure, it is I. … I am currently spending … need for *reliable* daycare …out by the "protest") was supp… for Christmas presents for my … Self-interest, Mr. Bressler?

Why is it your contention that … who clearly are more concern… children's welfare, who have … opted babysitting hours these … weeks or paid private sitters to … children in warm, comfortable … …how less concerned for o… …ose of you who have le… …taken care of in a dra… …t fit (by even the min… … the state) to allow a … and into a situa… …em irritable, tired … they cannot even obtai… It is my contention that I, a… am far more concerned with … welfare, since I will not allow … drawn into the role of political p…

You claim to represent the … parents at Sand Point, which is … since there are 58 parents invol…

State to revoke day-care license where child died

Center may operate pending appeal

By Christopher Villiers
Journal-American Staff Writer

The state Department of Social … Health Services announced …nesday it will revoke the li… …of a Kenmore day-care cen… …lowing the death of a 6-year- … there last month. …officials said the … …Christian D…

… Sim…

Minority students here increase to 45.9 per cent

… the racial-imbalance "cutoff" this fall is 65.9 per cent (45.9 per cent … per cent). … the actual dis… …verage …

…ance because 5-year-olds are not part of the city-wide busing plan. Simmons said Columbia needs to gain four white pupils or lose seven minority pupils to be in compliance with this year's stan…dard.

…the Asian category, swelled by Indochinese refugee children. This year's total is a little less than double the 4… Asian pupils in the … ago … in at … in the … Oppor… …d dis… …the …

fall of 1971. The native American numbers have grown about a third from the 876 total 10 years ago.

Bellevue committee to use survey in 18-week study

…ably next year, and there should be a community-wide …, Mrs. Hittman said. …was self- …

The district's minority average … but refused to make … decision public until an attorne… *The Journal-American* made … mal request to the state Atto…

…will be kept strictly confidential … overall results will be made publi… The City Council appointed … care committee and gave … budget in the wake of a serie… over day-care centers … neighborhoods. In some … has been a clash bet… need day-care servi… who object to extr… commercial intru… borhoods.

The commi… Councilman … second an… month f… Hall, … open … as … pla… la… …d as a … church ser… …ced on end as tem… …ders in the play … center. Ac… …t released

Child care

…a Bellevue resident with … say about the city's day- … this is your chance to …ow you feel. … in today's Jour- … citizen com- … to day-care … …d to …

…24 to: Day-care survey, City of Bellevue, P.O. Box 1768, Bellevue, WA 98009. Comments may be included on a separate piece of paper.

Residents outside Bellevue are welcome to respond, but should indicate on the forms that they do not live in the city.

The citizens committee also wants to hear from day-care providers who may not be licensed or who may have been left off the city mailing list. They can … up survey forms at the Bellevue … and Girls Club, 209 100th Ave. NE. … clients who do not use such … ing the summer also are … pick up "user surveys" … …s Club. …hasize that all in… survey forms …

…are high because … to raise children. This … of anyone. It is a fact … we cannot lock a child in the … before work, come back at … right to unlock the closet and play with a fulfilled child. The child uses water, sewer, lights, gas, building facilities, food, laundry, equipment, furniture, etc. Who should pay for this? Should the care giver provide a free service for teaching, entertaining, feeding, guiding and loving someone else's children? For the service given, I think the parents have a good … DEAL!

…ration … as low as … to 12 hours …

… "…money doesn't ade…

…parents … consider … little ones in … Thousands of …

October 11, 1981

Head Start won't be killed after all

The House budget bill passed last Friday's hectic session would kill the popular Head Sta… program after September 30, bu… the apparent error will probabl… be corrected, committee staff members said today.

Charles Radcliffe, Republican staff director on the House Educ… tion and Labor Committee, said the problem may have simply involved putting the wrong title number in a section of the bill, i… which case "it is a purely techn… …al error that is easily correcte…

"There is no chance that Hea… …t will not be fully authorized … …d.

… Head Start program, de… …o help disadvantaged pr… …ildren, has the support … Reagan, who wanted … his "safety net" of … to be spared from

PROGRAM DESCRIPTIONS

LICENSED FACILITIES

Under current regulations, persons operating the following types of facilities for groups of children in the State of Washington are subject to licensing by the Department of Social and Health Services. The rules which pertain to the licensing of day care centers for children are found in the Washington Administrative Code, Chapter 388-73. Separate requirements have been adopted for each sub-category.

By definition, a day care center is an agency which regularly provides care for a group of children for periods of less than twenty-four hours.

Day Care Center - provides regular care for 13 or more children for period of less than 24 hours.

Mini Day Care Program - a day care center that provides regular care for 12 or fewer children in a facility other than a family home or care of 7 - 12 children in the residence of the caregiver.

Also subject to state licensing is the family day care home, which means a private residence which regularly provides care during part of the twenty-four hours to six or fewer children.

Examples of licensed facilities include programs operated for profit or nonprofit by private individuals, persons in partnership, by businesses, non profit corporations, hospitals, franchises, churches, YMCA's and YWCA's.

Licensing ascertains that minimum standards are met; licenses are issued or denied on the basis of the applicant's compliance with the Department's minimum licensing requirements. The enforcement of local ordinances such as zoning regulations and local building codes is the responsibility of the appropriate local officials.

Licensing functions for all categories relate to the child's physical and emotional well-being and safety. For example, regulations give the ratio of staff to children and group size according to the ages of the children, set guidelines on nutrition, reporting of child abuse, health care plans, record keeping, program development, and reports to parents.

An important distinction in licensing requirements between day care center and mini day care programs is in the required personnel for day care centers and qualifications of the licensee for mini day care programs. Day care centers are required to have a director who is responsible for the overall management of the day care center's facility and its operation, and a program supervisor who is responsible for the planning and supervision of the child care and children's activities program. The director and program supervisor may be one and the same person if he or she is qualified for both positions. The director must be at least twenty-one years of age, and have the management and supervisory skills necessary for the proper administration of the day care center, including the center's finances, and staff and parent relationships. The program supervisor, who must also be twenty-one years of age, must have a knowledge of child growth and development, techniques of guiding children's behavior, and the ability to plan programs to meet the needs of the children served. He or she must have at least two years successful experience working with children at the same age level as those served by the center, and have completed 45 college quarter credit hours in early childhood development or an equivalent educational background; or be a certified child development associate; or have a plan approved by the Department for the achievement of such training within a reasonable period of time.

Mini day care centers are not required by law to have a program director and supervisor who has the above stated supervisory and management skills and the required course work or demonstrated competency in early childhood/ development. Rather, in order to obtain a license, the applicant must have completed at least two years of satisfactory service as a licensed family day care provider.

The licensed family day care provider is expected to be of good character, and attend orientation and training programs arranged and approved by the Department of Social and Health Services.

As of December 1981 there were 699 licensed day care centers, 81 out of home mini day care centers, and 6,871 licensed day care homes in the State of Washington. The breakdown according to Department of Social and Health Service region is:

	Day Care Centers	Out of Home Mini Centers	In Home Mini Centers
Region 1	104	6	27
Region 2	70	4	21
Region 3	80	14	44
Region 4	263	20	84
Region 5	77	25	41
Region 6	105	12	11

FACILITIES NOT SUBJECT TO LICENSING

According to Washington State law, there are facilities for groups of children that are not subject to D.S.H.S. licensing:

private or nonprofit nursery schools or kindergartens which are engaged primarily in educational work with preschool children and in which no child is enrolled on a regular basis for more than four hours a day

an agency operated by any unit of local, state or federal government or by a tribal council operating a child care center on a federally recognized Indian reservation

an agency located on a federal military reservation

persons caring for a child in the child's own home, whether related to the child or not

persons who have a child in their home for purposes of adoption, provided the child was placed in the home by a licensed child-placing agency or authorized public agency, or a preplacement report is on file and has been approved by the court.

Examples of services that are not subject to licensing include: independent or private preschools and church related preschools which are primarily educational and in which no child is enrolled for more than four hours per day, parent cooperatives, parent cooperatives operated in connection with the community colleges or vocational-technical institutes, preschools or day care centers on military reservations and federally designated Indian reservations, Head Start programs, public school preschool programs, Teenage Parent programs, child care during parent activities. However, all facilities must meet local zoning regulations, building codes, fire and health standards.

A facility which is legally exempt from licensing may not be licensed. However, at its request, the agency may be certified by the Department as meeting licensing and other pertinent requirements, to enable it to be eligible for the receipt of funds from the Department. Many facilities operated by public agencies (Head Start, campus day care or school district programs) are certified.

POSTSECONDARY PROGRAMS
PARENT COOPERATIVE EDUCATION PROGRAMS

Parent Cooperative Education programs are currently offered at 24 of the state's 27 community colleges and 4 of the 5 vocational-technical institutes. Parent cooperative education programs in the seven counties served by Spokane and Spokane Falls Community Colleges are sponsored by Washington Community College District #17.

These programs are designed to provide an educational laboratory experience for parents through professionally taught classes and through participation in parent-run preschools. Parents enrolled as students pay tuition for programs ranging from one day to four days a week (two hours per day). Each student works as an assistant teacher in the laboratory preschool one day a week, attends monthly parent meetings, develops activities for children and attends seminars and workshops.

Parents administer their own cooperative preschools. This includes serving on a board that conducts the preschool's business or as members of committees that handle such responsibilities as fundraising, hiring of teachers, purchasing of supplies, recruitment of members or maintenance of equipment.

The community college or vocational-technical institute provides to each parent cooperative preschool a parent education instructor who functions as a resource person, advisor and instructor. The instructor offers guidance in the operation of the cooperative and provides information in parenting skills, child development, early childhood curriculum, human relations, and other topics of interest to parents.

CAMPUS PROGRAMS

At 18 of the 27 community colleges in the state there are 13 campus day care centers, 5 lab schools, 3 combination campus day care centers/laboratory schools, and 1 campus drop-in center. Each of the six four-year public colleges and universities has at least one program serving 3- and 4-year-old children. Four of the state's five vocational-technical institutes have campus programs for children this age. Five of the 14 private four-year colleges and universities have campus child care programs.

The enrollment of these programs is not included in the listings of care since this fluctuates. Some programs enroll children quarter by quarter. Most of the programs serve an age range broader than 3 to 4 years of age.

COMMUNITY COLLEGES

Institutions	Programs Serving 3- and 4-Year-Olds
Bellevue Community College	campus day care center parent cooperative education program
Big Bend Community College	parent cooperative education program
Centralia Community College	parent cooperative education program
Clark Community College	campus day care center campus drop-in care center parent cooperative education program
Columbia Basin Community College	lab school parent cooperative education program
Edmonds Community College	campus day care center parent cooperative education program
Everett Community College	campus day care center parent cooperative education program
Ft. Steilacoom Community College	lab school parent cooperative education program
Grays Harbor Community College	parent cooperative education program
Green River Community College	parent cooperative education program
Highline Community College	campus day care center parent cooperative education program
Lower Columbia Community College	combination campus day care center/lab school Homestart Preschool (lab school) parent cooperative education program
North Seattle Community College	campus day care center lab school parent cooperative education program
Olympia Technical Community College	parent cooperative education program
Olympic College - Bremerton	campus day care center parent cooperative education program
Peninsula Community College	campus day care center parent cooperative education program
Seattle Central Community College	combination campus day care center/lab school parent cooperative education program
Shoreline Community College	combination campus day care center/lab school parent cooperative education program

Institutions	Programs Serving 3- and 4-Year-Olds
Skagit Valley Community College	parent cooperative education program
South Seattle Community College	campus day care center Able Learners Preschool (lab school) parent cooperative education program
Spokane Community College	campus day care center
Spokane Fall Community College	combination campus child care center/lab school
Washington Community College District #17	sponsors parent cooperative education programs in the 7 counties served by Spokane and Spokane Falls Community Colleges
Tacoma Community College	campus day care center
Walla Walla Community College	parent cooperative education program
Wenatchee Valley Community College	no programs (parent cooperative education program suspended 9/80 due to budget cuts)
Whatcom Community College	campus day care center parent cooperative education program
Yakima Valley Community College	parent cooperative education program

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

Institutions	Programs Serving 3- and 4-Year-Olds
Central Washington University	Hebeler Children's School (lab school) Child Study Program (private half-day preschool/lab school, Psychology Dept.)
Eastern Washington University	university nursery school
Evergreen State College	Driftwood Day Care Center (combination day care center/lab school)
University of Washington	Student-Parent Coop Sand Point Community Day Care Center Temple Day Care Union Bay Day Care Center Experimental Education Unit, Child Development and Mental Retardation Center Child Development Preschool/Kindergarten, Psychology Department
Washington State University	campus day care center lab school (preschool)
Western Washington University	campus day care center Child Development Lab, Department of Home Economics

PRIVATE FOUR-YEAR COLLEGES AND UNIVERSITIES

Institution	Programs Serving 3- and 4-Year-Olds
City College (Seattle)	no program
Cornish	no program
Fort Wright College	Early Child Development Center (laboratory school/campus day care center)
Gonzaga	no program
Lutheran Bible Institute	no program
Pacific Lutheran University	no program
Puget Sound College of the Bible	no program
Saint Martin's College	no program
Seattle Pacific	no program
Seattle University	campus day care center
University of Puget Sound	no program
Walla Walla College	campus day care center Child Development Center (laboratory school)
Whitman	no program
Whitworth	Early Learning Center (laboratory school)

VOCATIONAL-TECHNICAL INSTITUTES

Institution	Programs Serving 3- and 4-Year-Olds
Bates Vocational-Technical Institute	campus day care center parent cooperative education program
Bellingham Vocational-Technical Institute	(campus day care center was closed in June of 1981 due to budget cuts)
Clover Park Vocational-Technical Institute	campus day care center parent cooperative education program
Lake Washington Vocational-Technical Institute	School Age Parent Program (campus day care center/laboratory school) parent cooperative education program
Renton Vocational-Technical Institute	campus day care center parent cooperative education program

SCHOOL AND EDUCATIONAL SERVICE DISTRICT PROGRAMS

In the state of Washington, school districts are mandated to provide educational services for children beginning at age five, with compulsory attendance in effect at age eight. Under permissive legislation, eligible three- and four-year-old handicapped children may be included in public school programs. Local school districts have the statutory option of serving or not serving this preschool population. However, the school district which provides services to nonhandicapped preschool children must also serve handicapped children of the same age. Those districts electing to serve handicapped three- and four-year-olds are fully funded through state education funds.

Legal authority for the board of directors of any school district to serve nonhandicapped children under the age of five is contained in the following references from the Revised Code of Washington, 28A 34 entitled "Nursery Schools" and 28 A 35 entitled "Kindergartens".

Chapter 28 A.34 Nursery Schools

28A.34.010 Authority of school boards. The board of directors of any school district shall have the power to establish and maintain nursery schools and to provide before and after school and vacation care in connection with the common schools of said district located at such points as the board shall deem most suitable for the convenience of the public, for the care and instruction of infants and children residing in said district. The board shall establish such courses, activities, rules, and regulations governing nursery schools and before- and after-school care as it may deem best: Provided, That these courses and activities shall meet the minimum standard for such nursery schools as established by the United States Department of Health, Education and Welfare, or its successor agency, and the state board of education. Except as otherwise provided by state or federal law, the board of directors may fix a reasonable charge for the care and instruction of children attending such schools. The board may, if necessary, supplement such funds as are received for the superintendent of public instruction or any agency of the federal government, by an appropriation from the general school fund of the district. (1969 ex.s. c223 - 28A.34.010.)

28A.34.020 Allocations of state or federal funds---Regulations by state board. Expenditures under federal funds and/or state appropriations made to carry out the purposes of this chapter shall be made by warrants issued by the state treasurer upon order of the superintendent of public instruction. The state board of education shall make necessary rules and regulations to carry out the purpose of RCW 28A.34.010. (1969 ex.s. c 223 - 28A.34.020.)

28A.35.010 Free kindergartens authorized---Limitation as to third class districts---Duties of directors. The board of directors of any school district shall have power to establish and maintain free kindergartens in connection with the common schools of said district for the instruction of children between the ages of four and six years, residing in said district, and shall establish such courses of training, study and discipline and such rules and regulations governing such kindergartens as said board may deem best. (1972 ex.s. c 105 - 1; 1969 ex.s. c 223 - 28A.35.010.)

PRESCHOOL ENROLLMENT OF HANDICAPPED

Handicapped children ages 3 - 5 were included in the child count which generates the state entitlement under Part B of the Education of the Handicapped Act. Part B provided preschool incentive funds as well as entitlement funds to provide screening, evaluation, and educational services to three- and four-year-old handicapped children. The majority of these funds were administered as direct flow through dollars to participating local districts.

A federal Early Childhood State Implementation Grant has funded a Special Services Early Childhood Coordinator for O.S.P.I. preschool handicapped services since 1978. The current grant extends through August, 1982

As of November, 1981, 132 school districts were providing services to 2,322 handicapped preschool children ages 3 - 5 and another 372 children with communication disorders. An estimated 90% of these children are being served in self-contained classrooms. School district enrollments range from a single child to 123 children. Services are provided by the district itself; contracted to a private provider; or made available through cooperative agreements with neighboring school districts.

		Handicapped	Program			
ESD	SCHOOL DISTRICT	0-2	3-5	KIND	CDS	TOTAL
114	Port Angeles		14	1	2	17
	Sequim			2	7	9
	Quillayute Valley			1		1
	Port Townsend		10			10
	Bremerton		27	6	5	38
	North Kitsap		11	26	16	53
	Central Kitsap		12			12
	South Kitsap		19	1	23	43
	North Mason				4	4
	TOTAL		93	37	57	187

105	Wahluke		3			3
	Royal			1		1
	Ellensburg	2	5	1		8
	Cle-Ellum - Roslyn			1		1
	Naches Valley			1	3	4
	Yakima	6	35		10	51
	Moxee			20		20
	Selah	2	2	2	2	8
	Mabton			1		1
	Grandview				6	6
	Toppenish				1	1
	Highland			2		2
	Granger			2		2
	Zillah		5	3		8
	Wapato	2	5			7
	West Valley				11	11
	TOTAL	12	55	34	33	134
112	Goldendale			3	2	5
	Vancouver		36		22	58
	Hockinson		1		6	7
	LaCenter		2		7	9
	Washougal		2		3	5
	Evergreen	6	47	16	49	118
	Camas		2		14	16
	Battleground		11	10		21
	Ridgefield				4	4
	Longview		23	17	57	97
	Toutle Lake			2	3	5
	Castle Rock		1		6	7
	Kalama		3		3	6
	Woodland		4		4	8
	Kelso		5	1	7	13
	Naselle Gray River			1		1
	Ocean Beach		5			5
	Stevenson-Carson		2			2
	Wahkiakum		6			6
	TOTAL	6	150	50	187	393
113	Aberdeen	3	23	11	25	62
	Elma			1		1
	Napavine				4	4
	Vader				1	1
	Mossyrock			1		1
	Toledo				5	5
	Onalaska				2	2
	Chehalis		22	10	12	44
	Grapeview		2			2
	Shelton		12	14	28	54
	Pioneer		5		3	8
	Raymond				13	13
	South Bend	1	5	9	6	21
	Willapa Valley				4	4
	Yelm				4	4
	North Thurston	2	35	2	6	45
	Olympia	13	18	9	6	46
	TOTAL	19	122	57	119	317

123	Othello	2	1	1	9	13
	Clarkston		15	11	15	41
	Kennewick	33	15	13	18	79
	Kiona Benton City		1		2	3
	Finley		1			1
	Prosser			2	3	5
	Richland		26	1	35	62
	Dayton			1		1
	Pasco		19	11	17	47
	North Franklin	2	6	1	2	11
	Walla Walla		25	1		26
	Columbia		2			2
	Waitsburg				2	2
	TOTAL	37	111	42	103	293
171	Wenatchee		25	8	27	60
	Warden				3	3
	Moses Lake	6	7	2	5	20
	Ephrata	4	5		13	22
	Grand Coulee Dam		4			4
	Nespelem				1	1
	Omak		10	2		12
	Okanogan				1	1
	Brewester				1	1
	Methow Valley			1	1	2
	TOTAL	10	51	13	52	126
189	Oak Harbor		16	8	15	39
	Coupeville			1		1
	Burlington-Edison			8		8
	Sedro Woolley		7			7
	Anacortes		4	1		5
	La Conner			2		2
	Mount Vernon		14	8		22
	Everett		21	21	28	70
	Lake Stevens		12	4	13	29
	Mukilteo		14	6	26	46
	Edmonds		60		25	85
	Arlington		2	3	1	6
	Marysville		18	4		22
	Monroe		1	2	5	8
	Snohomish		1	2	8	11
	Sultan		1	2	2	5
	Darrington		1		3	4
	Granite Falls		2	1	14	17
	Stanwood		6	2	1	9
	Bellingham		10	7	4	21
	Ferndale			4	2	6
	Blaine			3		3
	Lynden		3	1	6	10
	Meridian			2	1	3
	Nooksack Valley			3	4	7
	Mount Baker			1	3	4
	TOTAL		193	96	161	450

121	Seattle		131	76	25	232
	Federal Way		33		19	52
	Enumclaw		7	4	7	18
	Mercer Island		3	1	7	11
	Highline	5	59	32	79	175
	Renton		27	5	23	55
	Bellevue	7	25	22	10	64
	South Central		8	7	4	19
	Auburn		19	9	20	48
	Tahoma		8	3		11
	Snoqualmie Valley		10	2		12
	Issaquah		22	5	4	31
	Shoreline		25	11		36
	Lake Washington		27	10		37
	Kent		38	17	43	98
	Northshore		28	17	15	60
	Bainbridge Island		4	1	16	21
	Steilacoom		5	5	14	24
	Puyallup		21	15	48	84
	Tacoma		107	49	75	231
	University Place		3	6	9	18
	Sumner		16	5		21
	Orting		1			1
	Clover Park		42	34	45	121
	Peninsula		8	13	8	29
	Franklin - Pierce		18	6	20	44
	Bethel		21	10	35	66
	White River		10	1		11
	Fife				3	3
	TOTAL	12	726	366	529	1,633
101	Washtucna		1			1
	Lind				4	4
	Ritzville				2	2
	Keller		3		1	4
	Curlew				3	3
	Orient				2	2
	Inchelium			1	3	4
	Republic		3	2	6	11
	Sprague		1		3	4
	Reardan-Edwall		2		1	3
	Almira				2	2
	Creston		1	1		2
	Odessa		2		4	6
	Wilbur				3	3
	Davenport			1	3	4
	Newport		7	4	6	17
	Cusick		4		7	11
	Selkirk		1	1	5	7
	Spokane		41	21	1	63
	Orchard-Prairie	9	2		4	15
	Nine Mile Falls			1	7	8
	Medical Lake		1		18	19
	Mead	1	6	1	23	31
	Central Valley		20	10	44	74
	Cheney	1	10	4	1	16
	Liberty			4	5	9
	Deer Park			4	9	13
	Riverside			2	22	24
	Chewelah		5		2	7
	Valley		2	1		3
	Colville		2	4	10	16
	Mary Walker		1		1	2
	Northport				4	4
	Kettle Falls				14	14
	Tekoa		6		4	10
	Pullman		3	5		8
	Colfax		1		3	4
	Palouse		1			1
	Garfield				2	2
	Colton				1	1
	Endicott			1	1	2
	Rosalia		2	1	2	5
	TOTAL	11	128	69	233	441

MODEL PROGRAM ADOPTIONS

School and Educational Service District adoptions of the Office of Education (JDRP) nationally validated program models provide options for service delivery to three- and four-year-old children in several Washington localities. Adoption sites receive funding to cover the start up costs of equipment, supplies and training during the initial year of operation only. Input from the Washington State Facilitator Project and research by project staff indicates that nine JDRP program models are currently represented in the school district adoption sites serving children under age five. Five of the eight models are designed for children with handicaps or developmental delays. The five models include the Communication Program and Down Syndrome Program originated by the Experimental Education Unit of the University of Washington; the Portage Project, a home teaching program for multicategorical handicapped children developed in Portage, Wisconsin; the Cognitively Oriented Preschool Curriculum, a mainstreaming model developed by High Scope Educational Research Foundation; and the Rutland Center, a community based psycho-educational facility offering a developmental curriculum to severely emotionally disturbed children, their parents and teachers developed in Athens, Georgia.

Special education model adoption sites are numerous. Three- and four-year-old children served by these programs are included in the school district enrollment figures for preschool handicapped children.

Two of the remaining four national models originated in this state. Individualized Bilingual Instruction is administered by the Pasco School District with project sites in Connell and Moses Lake. IBI is a program designed to teach academic skills to preschool through third grade children and to train teachers and aides in the use of instructional methodologies that significantly increase children's learning. The Moses Lake and Connell project sites combined serve approximately 50 three- and four-year-olds. The Pasco School District adoption serves 32 four-year-old children. Project Home Base developed by the Yakima School District is a program to support and enhance parental teaching through home visitation. The Yakima Project site serves approximately 45 three- and four-year-old children. A Renton School District adoption serves two four-year-olds and 35 kindergarteners. A Clarkston home base program including twenty three-year-olds and twelve four-year-olds is also based on this model. The Clarkston program is now funded through a combination of block grant and Preschool Incentive dollars.

Early Prevention of School Failure is a program designed to prevent school failure in children ages 4 - 6 through early indentification and remediation of developmental learning deficiencies that would adversely affect school performance. Adoption sites serving four-year-old children include the Clarkston and Tacoma School Districts. The Clarkston adoption combined with a preschool incentive grant enabled this school district to administer a preschool screening program to over 300 children ages 3 - 5 in the Fall of 1981, including all children registered for Head Start. The 1981 Tacoma adoption will serve approximately 280 three-, four- and five-year-old children, 180 of these kindergarten students; the other one hundred drawn from 4 parent cooperative preschool programs supervised by Bates Vocational-Technical Institute.

The Family Oriented Structured Preschool Activity Model has been adopted by the Sumner School District to serve fifteen four-year-olds and their families. This model, developed by the Seton Hall Program in Minnesota, is designed to involve parents and their children in preschool activities that stimulate and reinforce interaction within the family. Two-hour sessions are held once a week throughout the school year. The Sumner program meets from 6:30 - 8:00 pm.

OTHER PRESCHOOL PROGRAMS

In addition to the enrollment of preschool handicapped children, model adoptions and Secondary Child Development and Teen Age Parent Programs, school district services indentified for children under the age of five include:

Bellevue School District

The Bellevue School District will provide both a preschool and day care program beginning February 1, 1982. These tuition programs are to be offered on a trial basis through June 17, 1982. Children three years and older will be accepted. Two-and-a-half-hour morning and afternoon preschool sessions will be provided for 20 children each. Preschool students will have the option of enrolling in the day care program which will also provide before and after school care for students in kindergarten through grade six. A third preschool will be leased to a private day care or preschool firm yet to be selected. (Tuition based)

Highline School District

The Highline Chicano Preschool

While registration preference is given to Chicano and other minority children, this five day a week program serves 32 four- and five-year-olds of all races. Instruction includes math, reading and language. Stories, art, music, creative movement, Spanish and cultural enrichment are also a part of the program. Parent involvement is emphasized.

(Block Grant funds)

Kennewick School District

The Kennewick Parent Education Program

Home visitors teach parents in their own homes how to prepare their preschoolers for entry into the school system. The four-year-old is the target child, but kindergarten children have been included for the past two years. Younger siblings also take part in each visit. There are two home visitors and an average of 24 families are seen during a week with 45 - 50 children and their families actively involved. Recently, due to an increase of non-English speaking families with children in the district, the Parent Education program has included vocabulary skill building and techniques to help non-English speaking adults to adjust and be able to contribute to the community. (District funded since 1967)

Pasco School District

The Comprehensive Preschool Education Program

The program serves up to 72 four-year-old children each year with a focus on those of low income and limited English language proficiency. Two half-day sessions serve 27 children each. (There is some turnover due to migrant population.) The program seeks to increase skill performance, decrease the amount of untreated medical problems, conduct follow up evaluations and provide technical assistance to regular classrooms to ensure the success of former pupils. (Block Grant funds)

Pasco Child Development Center

This day care program with a preschool component is currently operated by the school district, although it is now making plans to turn the day care over to a community organization. Day care is provided from 7:00 am to 5:00 pm serving up to 31 children. The school district provides a half-time certificated teacher and a half-time instructional aide for a morning preschool. The preschool, a 1980 Individualized Bilingual Instruction adoption site, will continue to be offered by the district. (Title I School District funded)

Pasco School District also administers the Connell and Moses Lake project sites for the Individualized Bilingual Instruction Model serving a combined total of approximately 50 three- and four-year-old children.

Seattle School District

The Campi Satellite Preschool Program

Campi Satellites are tuition free preschools currently serving approximately 288 four-year-olds in five sites with four of those sites offering morning and afternoon sessions. The program seeks to establish a strong foundation in reading, language and arithmetic through use of the DISTAR curriculum. At least 21 hours of parent participation is required. Free transportation to and from home or day care center is provided. (Block Grant funds)

Leased Space for Child Care/Preschool Centers

The Seattle School District has been working actively to place preschool and child care centers within operating school buildings. Discussions between child care operators, principals and central staff have culminated in the placement of approximately thirty centers within about twenty elementary buildings. Most of the centers serve children ages 2½ - 6. There are three additional centers leasing space in school buildings not currently occupied by the district.

Child Development Center Program

This preschool developmental program prepares disadvantaged three- and four-year-olds for kindergarten entry. Eighty children are served in two half-day sessions with the goal of improving behavioral performance and experiencing growth and dvelopment through mathematics, reading, speech and language, health and self-management activities.

(Title I funded)

Walla Walla is also a Head Start grantee.

Tacoma School District

Early Intervention Program

This program serves both economically disadvantaged and handicapped three- and four-year-old children in a combination home based - school based model. Sixteen children participate in a 2½ hour session three times a week. Three other children are visited in their homes. In addition to these direct services to children, the Early Intervention Program has implemented a separate parent education component in which approximately ten parents are involved in a once a week workshop on the use of games and learning activities for their children. Previously funded by URRD (Urban, Rural, Racial, Disadvantaged) the program retains a commitment to the economically disadvantaged but has utilized the relaxed guidelines of block grant funding to initiate a district program for preschool handicapped children (Block grant funded)

Yakima School District

The Backyard Center Program

The Backyard Center Program offers both Parent-Infant Support Groups and Home Style Play Groups. Homestyle cooperative playgroups **involve** families of two- to five-years-olds in once a week sessions with each parent taking his/her turn as teacher of the small group meeting in the home. The parent plans a special experience for the group during the one to two hour meeting. The following week another parent acts as the hostess/teacher in his or her home, rotating until each child has had a turn. After each member has hosted the group, a Backyard Center staff person meets with the entire group in one of their homes and shares ideas and activities. There is no cost for the approximately 100 families involved and new groups are forming all the time. (District funded)

Project Home Base

A nationally validated Developer/Demonstration Model included in Educational Programs That Work, a catalogue of exemplary programs approved by the Joint Dissemination Review Panel, Department of Education. The central feature of the program is a weekly visit by a paraprofessional parent educator who presents the parent with a task selected to meet the developmental needs of the child and shares information about the child's growth and development with the child's family. The parents then work with their children on that task during the following week. Yakima Home Base serves approximately 45 three- and four-year-olds.

(Title I funded)

Secondary Child Development Programs

A number of school districts operate preschool programs to provide a laboratory experience in which high school students learn about young children and acquire knowledge of parenting skills. There is no centralized data collection from which to identify these districts.

Teen Age Parent Programs

Fifteen school districts operate programs which attempt to meet the identified needs of the pregnant and school age parent population in a variety of ways. Eight of these programs provide child care, but due to the age of the parents, three- and four-year-old children would seldom be included.

Head Start

Olympia, Seattle, Tacoma and Walla Walla School Districts are each grantees for Head Start programs described in the following section. ESD #121 is the grantee for Head Start programs provided by Auburn, Federal Way, Kent, Lake Washington, North Shore, Renton, Shoreline, Issaquah and Lower Snoqualmie School Districts.

Vocational-Technical Institutes

See Postsecondary Sponsored Programs

HEAD START PROGRAMS

Head Start is a federal program for children of low-income families. The basic Head Start program, a center-based, preschool program for children ages three to five, currently serves 376,300 children nationally. At least 90% of these children come from families below the poverty line, and nearly 12% are designated handicapped (a 1972 Congressional mandate required that at least 10% of Head Start's enrollment consist of handicapped children). Although Head Start began as a summer program, 1262 programs now operate primarily on a school-year basis. Sixty-five percent of the programs are urban, and 35 percent are rural. At this time, the national Head STart appropriation is $820 million.

The five components of the Head Start model include: 1) Administration; 2) Education; 3) Social Services; 4) Parent Involvement; and 5) Health Services (Medical, Dental, Mental Health and Nutrition). The overall goal of the Head Start program has evolved from an original intent of promoting the school achievement potential in children of low-income families to one which focuses on the child's social competence and the multiple needs of children and families. The daily program encompasses language development and basic conceptual knowledge, and activities are designed to foster the development of social skills and emotional maturity, especially self-confidence and independence. Substantial attention is given to the child's medical needs and physical well-being.

Parents are involved in the Head Start program through classroom participation and home visits, as well as through a Policy Council, a mechanism for participation in decision making and policy formulation. Many parents begin a personal career development process while their child is enrolled in Head Start. In addition to parent volunteers, community participation and support of local programs is actively pursued. According to the Planning and Community Affairs Agency, 22 grantees serving 32 counties and 3 Indian reservations programs in Washington State currently (October 1981) enroll approximately 4850 preschool-age children and their families through Head Start. PRogram directors report that based on growing waiting lists, the number of unserved, income eligible children per county is just below the one-out-of-five(20%) national norm.

HEAD START PROGRAMS IN WASHINGTON STATE

Indian Migrant Program Division (IMPD)

Program Name	Location	Number of Children Served
Chehalis Indian Head Start	Oakville, WA	55
Child Development Component Northwest Rural Opportunities	Sunnyside, WA	480
Confederated Tribes of Colville Head Start	Nespelem, WA	47
Enterprise for Progress in the Community (EPIC)	Yakima, WA	262
Individualized Bilingual Instruction	Pasco, WA	75
Makah Tribal Head Start	Neah Bay, WA	55
Mukleshoot Head Start	Auburn, WA	45
Parent Child Center	Grandview, WA	81
Quileute Head Start	La Push, WA	35
Quinnault Head Start	Forks, WA	20
Yakima Tribal Nation Head Start	Toppenish, WA	120

County Programs in Washington

County	Program Name	Location	Number of Children Served
Benton, Franklin	Benton Franklin Head Start	Richland, WA	110
Chelan, Douglas	Wenatchee Eastmont Head Start	Wenatchee, WA	82
Clallam, Jefferson	Clallam Jefferson Head Start	Port Angeles, WA	69
Clark	Head Start of Clark County	Vancouver, WA	144
Cowlitz	Lower Comunbia Head Start	Longview, WA	60
Grant	Grant County Head Start	Ephrata, WA	53
Grays Harbor	Grays Harbor Head Start	Aberdeen, WA	51
King	Seattle-King County Head Start	Seattle, WA	1172
Kitsap	Kitsap County Head Start	Bremerton, WA	87

County Programs in Washington (Continued)

Kittitas	Kittitas County Head Start	Ellensburg, WA	35
Klickitat	Klickitat County Head Start	Goldendale, WA	30
Mason, Thurston	Mason-Thurston Head Start	Olympia, WA	141
Okanogan	Okanogan County Head Start	Omak, WA	51
Pierce	Tacoma Public Schools	Tacoma, WA	280
Skagit	Skagit County Head Start	Mt. Vernon, WA	111
Snohomish	Snohomish County Head Start	Everett, WA	150
Spokane	Spokane County Head Start	Spokane, WA	240
Stevens, Ferry Pend Oreille	Northeast Washington Head Start	Colville, WA	64
Walla Walla	Walla Walla Head Start	Walla Walla, WA	40
Whatcom	Bellingham Whatcom Head Start	Bellingham, WA	60
Whatcom	Lummi Indian Head Start	Bellingham, WA	70
Yakima	Enterprise for Progress in the Community (EPIC)	Yakima	419

Children in Washington State are also served in the following programs:

Nez Perce, ID	Lewiston-Clarkson Head Start	Lewiston, ID	60
Hood River	Mid Columbia Head Start	Hood River, OR	20

DEVELOPMENTAL CENTERS

There are approximately 30 developmental centers in Washington state which serve handicapped children under the age of five. Typically, these centers provide service for children who have a developmental delay of 25% or more. Children with neuromuscular disorders such as cerebral palsy, birth defects, or delays in physical, mental or language development are provided services. Some centers are unique among treatment facilities for handicapped children because comprehensive care is provided by an interdisciplinary team working closely with the family. Communication disorders specialists, occupational therapists and educators work together to diagnose and plan individualized therapy and educational programs.

Funding for developmental centers comes mainly from State of Washington Division of Developmental Disabilities, school district contracts, Title I, United Way, private donations, and business contributions.

PUBLIC COMMUNITY PROGRAMS

Public community programs serve a large number of children in Washington State. Those nonprofit agencies in local communities which sponsor a variety of activities for 3 and 4 year old children include local park and recreational districts, fine arts leagues, museums, community centers, libraries, YMCA and YWCA's, Churches, 4-H Clubs. The time children spend in activities is usually limited to one or two hours per day, and the program typically lasts for several weeks only. The programs may focus on small group activities in arts and crafts, nature study, outdoor games, rhythm and movement, movies, swimming, story telling and field trips.

Teen Parents Pick Up Lives In OHS Class

By DAVE HENDRICK
Olympian Staff Writer

"If you want to know some of the bad things, I can tell you," said the young, blond mother. Her eyes showed a tinge of desperation.

"I wouldn't trade my baby and husband for anything ... but you miss out on so much."

The woman, who is little more than a girl, is Debbie Dahle, 18, a student at Olympia High School.

She was holding her bright-eyed baby, Elizabeth, who accompanies her mother to school every day.

Debbie is one of the 21 parents or soon-to-be-parents attending classes at Olympia High School.

But if Olympia High administrators and the sch board had not had the sight to offer a teen-age ent program at OHS, Deb would be missing out something much more im portant than high school so — a diploma and a ful life.

program. Six students are pregnant. They range in age from 14 to 20.

"The district has been ve good about this," said Crump. She said the state w good to provide the gran the midst of drastic budget cuts.

But the students and ministrators think the will save money by prov the program. The women need the education or they could face a life of poverty, unemployment and welfare.

"No, I wouldn't be able t go to school," said Judy L lie, 18, as she he 2-yea old daugh guess ah

Day-care program could pump new life into schools

A citizens committee has completed an eight-page report on day-care operations in Bellevue that suggests rules that would make it easier to start small day-care operations in single-family homes. At the same time, it wo be more difficult to start day-dare operations neighborhoods

less disruptive, more economical way to fill classroom space. Some sort of early child care seem to be choice. Not only did it seem to be closing more schools, but it coul dent the demand of day-care in the community.

The idea made sens voted earlier this w the two elements determined s by a privat Usin pre

Journal-American Friday, November 20, 1981

Day-care program could pump new life into schools

By Robert Goldstein
Journal-American Staff Writer

In New York, the East Meadow School District verted the New Bridge School — closed because of ning enrollment — into 78 apartments for the el after the old school had failed as a dinner the ance studio and a center for social causes. n, the former Charles C. Perkins School — because of declining enrollment — is now use Condominium. ue, the Bellevue School District plans classrooms at Phantom Lake and ary schools for day care and pre

turmoil and trauma surround mentary schools last year, it school officials would seek

rtment of Social and Health Services study and a ey done in August by the city of Bellevue or more day-care facilities on the East ticipate if this project gets going ildren," said Janet Kophs, a form teacher who helped put the

the only certified tea will be aided by par

rd voted un board r

now."

"Who's going to pay for it?" said board me Judy Williams.

School officials say the program, inclu alary, will be paid for from tuition, wh $90 to $108 per month for pres per month for full-time da care program will ool, which wi I have sho iculum, the end of the determin offic

Seattle Post-Intelligencer, Friday, July

Day care should cost plenty

This protest letter is a reaction your article of Aug. 23 (Day care co Are they unnecessarily high?)

I protest the idea expressed that the Department of Social Health Services is responsible high cost of child care. The that DSHS requires conditio are only reasonable for hum tence.

The day care centers in the article expressed ment at not being able to 1 ratio in their classrooms lates the ratio at 10 childr for 8 to 10

Head Start money cut— by mistake

P-I News Services

WASHINGTON — The popular Head Start program for disadvantaged youngsters apparently was an accidental victim of last week's tumultuous budget battle in the House, but committee aides said yesterday the error will be corrected.

However, the snafu still could cost Head Start as much as $130 million in lost funds and mean the loss of 30,000 to 50,000 slots for children eligible for the program.

In his address to a joint session of Congress on Feb. 18, President Reagan said that "there will be no cut in Project Head Start" or other programs for the poor and disabled.

Democratic critics of the Republican budget package say they are convinced of Reagan's commitment to Headstart, but they say they suspect

inadvertently dropped in the Repub cans' haste to put together their ov substitute for a bill cleared by t Democratic-controlled House Budg Committee.

Republicans left it out

Just Tuesday the speaker of t House, Thomas P. O'Neill Jr., cri cized Republicans for what he d scribed as the slap-dash way they ha put together their budget packag "Nobody knows what's in their bill the speaker complained.

The budget reconciliation bi which came out of the House Budge Committee but was later shelved favor of the Republican substitute au thorized $950 million for Headstar and $26.3 million for Project Follo Through in the next three fisca years. This was the sum that Reagan

PROGRAM SURVEY

Sample Selection and Instrument Design

A program survey was implemented to provide descriptions of the diversity of programs serving 3- and 4-year-old children in the state of Washington. The questionnaire (shown in Appendix I) was designed with the help of Advisory Committee members and other early childhood education professionals. As is always the case in questionnaire design, the final form is a compromise between the large amount of detailed information desired and a brevity of form which would increase response rates from busy child care providers or program administrators. Several versions of the questionnaire were reviewed by administrators before the final printing. Questions along with the rationale and final results are detailed in a subsequent section of this report.

Sample selection entailed identification of the educational and child care programs serving Washington's three- and four-year-old children. Compilation of a master list was a massive undertaking complicated by incomplete data in the program categories where figures are maintained and nonexistent data in others. A list of 672 licensed centers was provided by the Department of Social and Health Services. Each program on that list was sent a survey. A second D.S.H.S. list of 7,215 licensed family day care home providers was obtained and a random sample of 1,225 selected. Questionnaires were sent to each of these randomly selected providers.

No comprehensive list exists for the variety of preschool programs exempt from licensing (see Program Descriptions: Facilities Not Subject to Licensing); nor for those individuals and centers operating without the required license. A variety of approaches were utilized to construct this sample.

Early childhood program listings for every major locale in the state were obtained through classified telephone directories (yellow pages).

--Directories of early childhood services published by various organizations were secured.

--Every vocational-technical institute, community college and four year college in the state was contacted for data concerning their preschools, campus day care centers, laboratory schools and parent cooperative preschools.

--School district model adoptions that might serve 3- and 4-year-old children were obtained from the Office of Education's State Facilitator Project.

--Head Start programs were identified by the State Office of Community Affairs and Planning

--The Seattle Public Schools made available the list of early childhood providers leasing space from the school district.

--News releases describing the study and urging program administrators to participate in the survey were directed to over 200 newspapers in the state and in "Your Public Schools"

--A commercial mailing list company was consulted and a list of Washington State early childhood programs was purchased.

--Editors of the state's ten largest religious newspapers or newsletters were urged to include the study description and urge church related early childhood programs to contact the project office for inclusion in the survey.

--Notices were placed in libraries by project staff and field coordinators announcing the study and inviting parents to call or write for a questionnaire.

Field Coordinators in each of the six D.S.H.S. regions were assigned to compile as extensive a list as possible of programs in their respective areas focusing on the two categories of programs that were most difficult to locate from the main project office: programs not subject to licensing which included private, church related or nonprofit preschools operating for less than four hours a day, early childhood programs on federal lands, such as Indian reservations and military bases, or programs operated by any unit of local, state or federal government.

In all, this composite effort resulted in staff identification of an additional 1,067 programs or child care services for three- and four-year-old children in the state as of December, 1981 which include:

7,215	licensed family day care home providers, including 228 in-home mini day care centers
699	licensed day care centers, including some of the 348 parent cooperative preschool, 101 Head Start programs, including I.M.P.D. programs and 81 out-of-home mini day care centers.
1,040	other programs, including the remaining parent cooperatives, Head Start programs, approximately 550 programs not subject to licensing, and a small number of unlicensed programs requiring licensing.
8,954	Total

The total sample is shown on the following page:

178

First list of D.S.H.S. licensed programs, including out of home mini day care centers

Total list: 699
Sampled: 672
Returned: 250

List of D.S.H.S. licensed family child care providers, including in home mini day care centers

Total list: 7,215
Sampled: 1,225
Returned: 195

Composite List

Total: 1040
Sampled: 1021
Returned: 410

Total programs: 8,954
Total sample: 2,918
Total returns: 855

Although the best efforts have been made, we cannot claim that the results obtained are necessarily representative of non-licensed centers. Our sample is composed of 129 of the 7,215 licensed family day care homes, 232 of the 348 parent cooperative programs, 373 of the 1,290 D.S.H.S. licensed programs, and 121 of other programs, including 78 unlicensed family child care homes. Although there were proportionally fewer licensed family child care providers sampled, the sample is large enough to insure generalizability to this group, especially since the sample was randomly chosen. The parent cooperatives are well represented, as are the licensed centers. The representativeness of our sample for subgroups within the licensed center category, such as childcare centers with and without part time preschools, preschools with child care, etc., cannot be determined.

Reliability

A series of visits were made to randomly selected early childhood education sites in conjunction with the program survey. The purpose of the program site visits was to examine the reliability of the instrument. The questionnaire as filled out by childcare providers or program administrators was compared to the same questionnaire completed by a project staff member at the site of the program or home. As was made clear to the administrators and childcare providers in the cover letter (see Appendix I) the purpose of the site visit was not to examine compliance with licensing requirements, determine the kind of program, or make any assessments of program quality.

Site visitors used the same questionnaire that had been mailed to the program earlier. Easily verifiable facts, such as room size and outdoor space were examined by the site visitor; for other information, the visitor recorded the responses of the administrator. Administrators or providers were not asked to document responses (on staff training or budget, for example). This was felt to be beyond the scope of the study and would have been an extremely unwelcome burden on the provider or administrator.

Each of the six field coordinators made her site visit to a site already visited by the principal investigator; thus, six programs were visited twice. The coordinators then visited two additional programs. The principal investigator visited 18 programs in total, for a total of 30 site visits at 24 sites. The sites were randomly selected from among the programs and from the family day care providers sampled.

The reliability of the site visitors with the principal investigator was computed using percentage agreement, with agreement being defined as exactly the same response. This conservative measure gave a range of from 85% to 97% agreement, with a mean of 89%. After this acceptably high reliability was found, site visitors proceeded with their additional site visits.

With the small number of site visits, separate reliability estimates for each of the 16 program types listed on the questionnaire were not possible. Rather, the survey completed by the program administrator was compared with the corresponding questionnaire that was completed by the site visitor. This yielded a percent agreement of 78% and a Pearson product-moment-correlation coefficient of .96.

In examining the data presented in the remainder of this report on the program survey, it will be important to keep in mind that site visits were not made to subsamples representing each program type. The instrument has been found to be reliable only for the programs surveyed as a whole. For this reason, although differences between program types are reported, no statistical inferences have been, or should be, drawn from these differences.

RESULTS

While the sample of 855 programs in Washington state that serve young children is neither a complete nor a completely random sample, we feel that the results reported here are representative within limits of early childhood program in the state. Because of the large sample of programs (the largest sample taken in a study of this kind in Washington state) and because of our successful efforts to include representative programs from all of the program types identified, the sample of 855 early childhood service providers is broadly representative of the diversity of programs in the state.

Each program administrator or family child care provider was asked to categorize their program in one of seventeen types (in Question 1). These categories shown in Figure 11 were combined for analysis into the following:

1. Other home Care (own home, someone else's home, and unlicensed family child care categories)
2. Licensed Family Childcare
3. Parent Cooperatives, Laboratory Schools at community colleges or vocational-technical institutes or Campus Child Care Centers
4. Private Childcare Centers with or without part time preschool, including mini centers and drop-in centers
5. Public Programs (School District, Headstart, and other public programs)
6. Church Related Preschools or Centers
7. Private Preschools, including those within private elementary schools
8. Non Profit Childcare Centers
9. Other Programs

Results summaries will be presented for each of these nine categories of programs, rather than for the entire sample.

Data from Question 2, years of operation, are shown in Table 6. The mean number of years programs have been in operation ranges from 4 years for Licensed Family Childcare Homes to 11.6 years for Non Profit Centers. The high standard deviations indicate the high degree of variability in the amount of time different programs have been in existence.

Data from Questions 3 and 8, on the number of children enrolled at each site, shown in Table 7, also shows high variability. Licensed family childcare homes serve the smallest number of children per site. The very high standard deviation for "public" and "other" programs is caused by a small number of programs serving very large numbers of children. Also shown

FIGURE 11
PROGRAM TYPES CHECKED BY RESPONDENTS (Question 1)
(N=855)

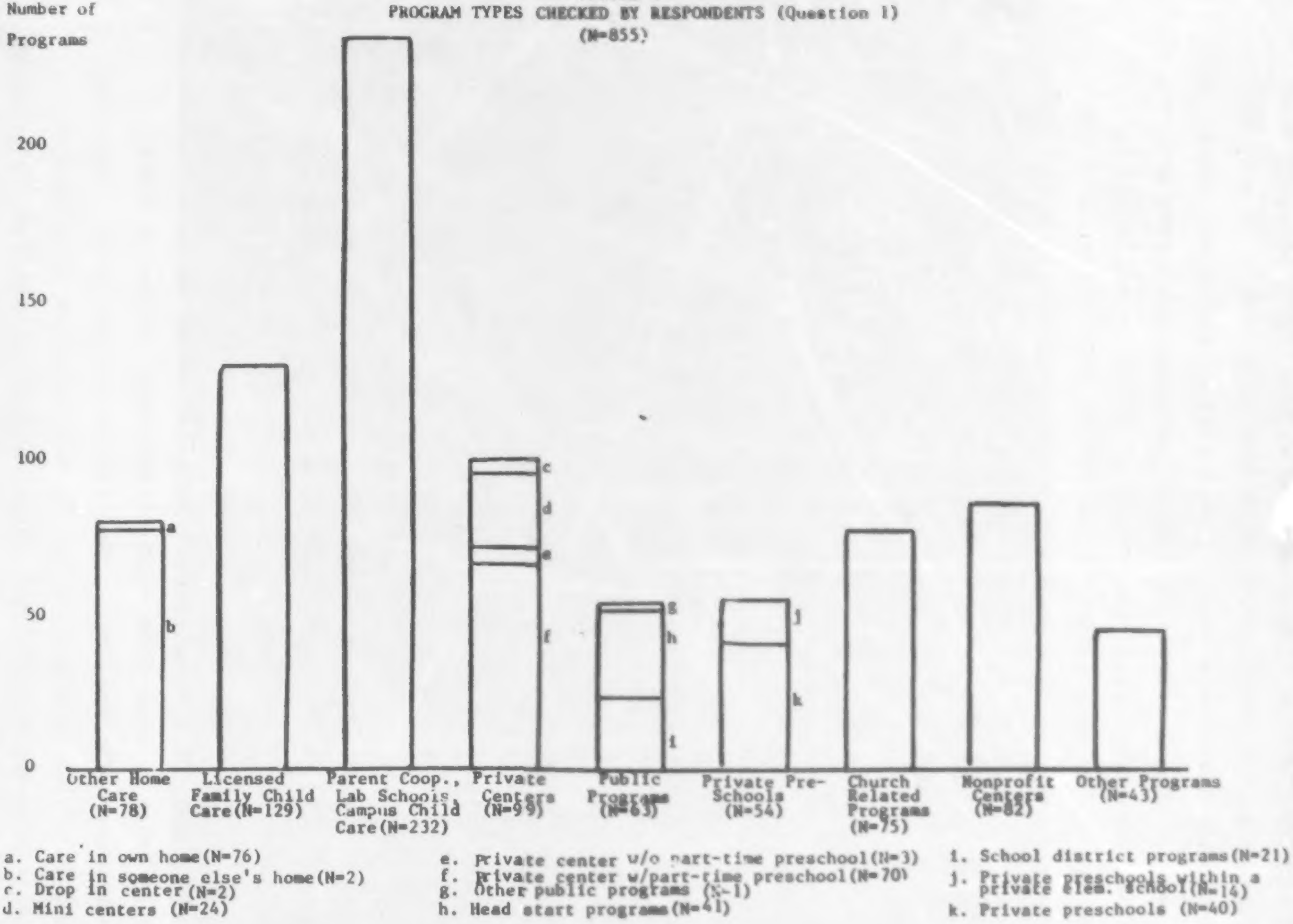

Table 6

Years in Operation of Programs Serving Three or Four Year Old Children in Washington State, By Program Type. (Question 2)
(W=823)

Program Type	N	Mean	(Standard Deviation)
Other Home Care	75	4.8	(5.7)
Licensed Family Child Care Home	126	4.0	(4.3)
Parent Cooperatives, Lab Schools, and Campus Child Care	222	9.9	(7.0)
Private Child Care Centers	99	6.9	(6.5)
Public Programs	60	9.4	(5.2)
Church Related Programs	72	7.5	(4.9)
Private Preschools	52	9.6	(6.8)
Nonprofit Centers	82	1.6	(11.3)
Other Programs	35	7.6	(6.7)

Table 7
Number of Children Served at a Site By Program Type (Question 3a and 8)
(N = 795)

Type	Total Children Mean	(Standard Deviation)	Three Year Olds Mean	(Standard Deviation)	Four Year Olds Mean	(Standard Deviation)
1. Other Home Care	9.9	(10.8)	3.8	(7.1)	3.1	(6.6)
2. Licensed Family Child Care Home	7.8	(4.4)	2.6	(7.6)	2.2	(1.9)
3. Parent Cooperatives, Laboratory School, or Campus Child Care	44.5	(85.2)	17.2	(37.8)	15.2	(15.2)
4. Private Child Care Centers	47.1	(37.6)	12.4	(12.9)	12.3	(8.9)
5. Public Programs	74.9	(99.9)	13.5	(15.0)	54.3	(93.5)
6. Church Related Programs	58.7	(36.4)	19.2	(21.9)	29.1	(24.2)
7. Private Preschools	81.5	(74.7)	24.8	(27.1)	32.5	(36.2)
8. Non-Profit Centers	58.8	(33.9)	14.4	(11.2)	15.9	(14.4)
9. Other Programs	73.1	(133.9)	16.1	(23.3)	15.7	(17.5)

in Table 7 are the number of three-year-old children served and the number of four-year-old children served. These numbers represent the total number of children enrolled, rather than the number present at any one time. Thus, the D.S.H.S. limit of six children per family childcare home is probably not exceeded by many homes, despite the reported average of 7.8 children for this group. This can be seen in the Staff/Child ratio data, collected in Question 8 and shown in Tables 8 and 9.

Table 8 can be read vertically and the staff/child ratios compared across program types; by reading the table horizontally, the pattern of use by children for any program type can be examined. Other Home Care is characterized by a one or two person staff and a group of from 1 to 8 children, 1 to 5 of which are in the 3- to 4-year-old age range. Children are most likely to be present in the 9 to 12, 12 to 3, or 3 to 6 time blocks. Very much the same pattern can be seen for licensed family child care providers, with slightly lower numbers of children.

Parent cooperatives, laboratory schools, and campus child care centers show a stable size of approximately 20 children (12 to 18 in the 3- or 4-year-old range) and 2 or 3 staff members. (Private centers have, on the average, 3 or 4 staff members and 24 to 30 children.) Use is more variable across time in private childcare centers, with the heaviest use being in the 9 a.m. to noon time block.

Public Programs are larger still, with an average staff of 7 to 10, and from 20 to 38 children. Public Programs (Headstart, school district programs, and other public programs) are more restricted in the age range they serve, as shown by the closeness between the means of total number of children served and of 3- and 4-year-olds served. These programs are much more likely than the groups previously described to have their largest use in the "school day" time blocks of 9 a.m. to 3 p.m.

Church Related Programs are intermediate in size between Private Centers amd Public Programs, with mean number of staff between 4 and 5 and number of children served between 32 and 36, some 22 of which (approximately) are 3- to 4-year-olds. Church Related Programs serve children over the full range of time blocks except the last (6 to 9 p.m.).

Private Preschools have mean numbers of staff between 3 and 5 and serve 18 to 33 total children. This type of program did not operate at all in the 6 to 9 p.m. period and showed an unusual pattern of an approximately 1 to 1

TABLE 8

Number of Staff and Children, By Program Type, for 3 Hour Time Blocks
(Question 8)

Means (Standard Deviations)

Program Type	Time Block 6 am · 9 am	9 am - Noon	Noon - 3 pm	3 pm - 6 pm	6 pm - 9 pm
Other Home Care	Staff[a] 1.4 (1.8) children[b] 4.6 (2.5) 3's & 4's[c] 2.5 (1.6)	Staff: 1.3 (1.1) Children: 7.5 (5.7) 3's % 4's: 5.4 (5.8)	Staff: 1.3 (1.2) Children: 6.3 (4.2) 3's & 4's: 4.2 (4.5)	Staff: 1.6 (1.9) Children: 5.8 (2.9) 3's & 4's: 2.6 (1.8)	Staff: .6 (.6) Children: 1.7 (2.3) 3's & 4's: .8 (1.1)
Licensed Family Child Care Home	Staff: 1.2 (1.2) children: 5.1 (2.1) 3's & 4's: 2.4 (1.6)	Staff: 1.2 (1.) Children: 5.3 (3.5) 3's & 4's: 3.1 (2.7)	Staff: 1.6 (3.1) Children: 5.2 (3.1) 3's & 4's: 3.3 (3.5)	Staff: 1.3 (1.2) Children: 5.9 (2.7) 3's & 4's: 2.7 (3.4)	Staff: 1 (1.4) Children: 2 (1.9) 3's & 4's: .9 (1.1)
Parent Coop., Lab Sch., or Campus Child Care Centers	Staff: 3.1 (2.3) children: 20.3 (18.2) 3s,4s: 17.2 (7.7)	Staff: 2.2 (2.5) Children: 30.5 (21.7) 3's & 4's: 18.3 (9.1)	Staff: 2.6 (2.9) Chdrn: 29.1 (21.) 3s,4s: 16.7 (8.4)	Staff: 3.5 (3.2) Chdrn: 26.4 (18.9) 3s,4s: 12.2 (9.8)	Staff: .7 (1.) Chdrn: 3.4 (5.) 3s,4s: 2.3 (3.9)
Private Child Care Centers	Staff: 3.8 (7.6) Chdrn: 23.6 (18.2) 3s,4s: 12,3 (8.9)	Staff: 4.1 (2.7) Chdrn: 30.5 (21.7) 3s,4s: 17.2 (12.2)	Staff: 4. (2.6) Chdrn: 29.1 (21.) 3s,4s: 16. (11.1)	Staff: 3.6 (2.2) Chdrn: 26.4 (18.9) 3s,4s: 13.6 (9.8)	Staff: .7 (.9) Chdrn: 2.4 (5.) 3s,4s: 2.1 (2.8)
Public Programs	staff: 7.4 (10.4) chdrn: 19.7 (30.2) 3s,4s: 18.6 (27.6)	staff: 8.4 (9.3) chdrn: 37.8 (27.) 3s,4s: 34.3 (29.1)	staff: 9.7 (10.8) chdrn: 35.4 (32.1) 3s,4s: 30.2 (32.6)	staff: 8.1 (11.4) chdrn: 21.6 (35.1) 3s,4s: 24.1 (37.5)	staff: .1 (.3) chdrn: .1 (.3) 3s,4s: 2.8 (2.8)
Church Related Progs.	Staff: 4.8 (4.) Chdrn: 32,6 (20.5) 3s,4s: 22.3 (16.7)	Staff: 5.1 (4.6) Chdrn: 35.8 (23.4) 3s,4s: 24.6 (14.3)	Staff: 5.2 (4.3) Chdrn: 35.1 (21.6) 3s,4s: 24.6 (14.3)	Staff: 5.4 (4.4) Chdrn: 35.7 (23.4) 3s,4s: 23.7 (16.1)	Staff: .8 (1.9) Chdrn: 13.8 (22.) 3s,4s: 2.5 (6.1)
Private Pre-Schools	Staff: 3.7 (4.5) Chdrn: 18.1 (37.1) 3s,4s: 20.2 (23.1)	Staff: 5.3 (6.5) Chdrn: 35.6 (28.) 3s,4s: 24.9 (15.6)	Staff: 4.8 (7.) Chdrn: 33.1 (25.7) 3s,4s: 23.8 (16.6)	Staff: 4.3 (8.6) Chdrn: 4.7 (7.8) 3s,4s: 4.4 (6.6)	Staff: 0 (0) Chdrn: .6 (1.5) 3s,4s: 0 (0)
Non-Profit Centers	staff: 4. (2.8) chdrn: 23.8 (18.9) 3s,4s: 14.4 (10.7)	staff: 7.0 (5.6) chdrn: 34.1 (19.1) 3s,4s: 23.4 (16.)	staff: 7.2 (5.6) chdrn: 35.3 (19.4) 3s,4s: 21.2 (13.)	staff: 5.7 (3.9) chdrn: 30.9 (19.2) 3s,4s: 19.9 (11.9)	staff: .5 (.6) chdrn: 3.1 (4.4) 3s,4s: 2.1 (3.9)
Other Programs	staff: 3.6 (4.1) chdrn: 20. (23.5) 3s,4s: 16. (15.3)	staff: 4.2 (4.) chdrn: 25. (17.5) 3s,4s: 16.8 (14.4)	staff: 4.7 (4.5) chdrn: 25.1 (20.1) 3s,4s: 16.8 (17.2)	staff: 2.9 (2.3) chdrn: 10.2 (17.3) 3s,4s: 16.5 (16.2)	staff: .7 (1.2) chdrn: 3.3 (5.5) 3s,4s: 7.3 (11.9)

[a] Total Paid Staff

[b] Total Children (including all ages)

[c] 3- or 4-Year-Old Children

ratio between teachers and children in the 3 to 6 p.m. time block. Site visits and comments lead us to suspect that these data represent a teacher or administrator waiting with a very few children for late pickup by parents. Also, the private preschool group serves markedly fewer children in the 6 to 9 p.m. period than in the "school time" block. Since this program type included private preschool within private elementary schools, there is a greater discrepancy between the means for total children and for numbers of 3- and 4-year-olds than was found in public programs.

Nonprofit Centers are large in comparison with the other program types, with means for staff ranging from 4 to 7, and means for total number of children served ranging from 24 to 35. Means for numbers of 3- and 4-year-olds served range from 14 to 23. "Other" programs had means for staff ranging from 3 to 5 and served from 18 to 25 children.

Ratios of staff to children, rounded to whole numbers, are shown in Table 9. One of the ratios, the 10:1 for parent cooperatives, lab schools, or campus child care centers in the 9 to 12 time block is deceptive; this program category is dominated in this time block by the parent cooperative preschools, which make use of unpaid parent volunteers. The question asks for the number of paid staff; thus the actual ratio is much lower. The very low ratio for private preschools in the 3 to 6 time block has already been suggested to be a "late pickup" situation. In general, home based situations and public programs provide the lowest children to staff ratio (the most staff per child).

Two other questions pertain to this area: Questions 3b (the number of groups of 3- or 4-year-olds) and Question 3c, which asked if the two ages of children shared a room. The means and standard deviations for the number of groups are as follows: Other Home Care 1.6 (1); Licensed Family Childcare Home 1.6 (1.6); Parent Cooperatives, Laboratory School, or Campus Child Care Centers 3.2 (5.7); Private Childcare Centers 3.2 (5.1); Public Programs 4.3 (5.7); Church Related Programs 7.3 (17.8); Private Preschools 4.9 (8.0); Non Profit Centers 6.3 (10.4) and Other Programs 5.1 (6.3). Again, the large standard deviation indicates the extreme variability of the response to this question. In general, this variable rises in relationship to the number of children served, except that the church related programs reported an exceptionally large number of groups.

Table 9

Total Number of Children: Staff Ratios for Time Blocks by Program Types (Question 8)

Program Type	Time Block			
	6am - 9am	9am - Noon	Noon - 3pm	3 - 6pm
Other Home Care	3:1	4:1	5:1	4:1
Licensed Family Child Care	4:1	4:1	5:1	5:1
Parent Cooperatives/Lab Schools, Campus Child Care Centers	7:1	10:1[a]	8:1	6:1
Private Centers	6:1	7:1	7:1	7:1
Public Programs	3:1	5:1	4:1	3:1
Church Related Programs	7:1	7:1	7:1	7:1
Private Preschools	5:1	7:1	7:1	1:1
NonProfit Centers	5:1	5:1	5:1	5:1
Other Programs	6:1	5:1	5:1	6:1

[a] This number excludes unpaid parent volunteers.

The "share a room" question was answered yes, judging from mean scores, by every group, although in the Church Related Programs almost half of the programs responding reported "no" (mean = 1.45, s.d = .5, where yes = 1 and 2 = no). Next highest was Private Preschools with 1.4 (s.d = .49). All other means were less than 1.3.

Question 3a asked the program administrator or family child care provider to identify the youngest and oldest children in his or her program. Mean responses show the following age ranges served in each program type (listed in years). Again, numbers in parenthesis indicate standard deviation. Other Home Care: 1.3 (1.3) to 6.5 (1.90); Licensed Family Child Care Home 1.1 (1.2) to 6.8 (1.7); Parent Cooperatives, Laboratory Schools, or Campus Child Care Centers 1.6 (1.2) to 6.6 (2.3); Public Programs 2.8 (1.2) to 5.1 (.8); Church Related Programs 2.3 (1.2) to 6.1 (2.); Private Preschools 2.9 (.6) to 5.9 (1.1); Non Profit Centers 1.7 (1.3) to 6.4 (1.9); and Other Programs 1.8 (1.6) to 6.0 (1.3). The program types here seem to fall into two groups: home care, private centers, non profits and other centers all accept children below two years, based on mean reported responses, while the parent cooperatives type, church related programs, private preschools and public programs begin children at from 2.3 to 2. 9 years. Also note the lower "oldest" means for parent cooperative, lab schools, and campus child care centers, 4.9, and public programs 5.1. The relatively low standard deviations for these two areas, 1.2 and .8, respectively, and the low .6 for the mean of 2.9 for youngest children in private preschools all indicate lower variability for these means.

Questions 3c, 3d, and 3e, ask about the times of operation of the program or child care home. Most of the programs sampled were in operation 5 days per week, based on mean responses. The parent cooperatives, lab school and campus child care category showed a mean of 3.6 days per week, probably due to the 3 day per week typical schedule of the parent cooperative preschools combined with the typical 5 day per week operation of laboratory schools and campus child care centers. Public Programs and "Other" Programs were open, on the average, 4 days per week. The means and standard deviations were: Public Programs 4.1 (.9) and "Other" Programs 4.3 (1.4).

Opening times for the program types fell into three categories: home care (both types), private childcare center, church related programs, and nonprofit centers all opened before 7 a.m. These last two program types showed the least variability (lowest standard deviation) in opening time.

Closing times displayed a wider range of times. Parent Cooperatives, Laboratory Schools, and Campus Child Care Centers closed earliest, before 2 p.m. on the average. This is probably due to the large number of parent cooperative preschool programs which operate from 9 to 11 or 11:30. Private Preschools, Public Programs, and "Other" Programs closed before 3 p.m., based on mean responses. Here too, the mean response combines some morning only programs with a larger number of programs closing at or around 3 p.m. Other home care and church related programs closed down at or around 5 p.m., based on mean responses, while licensed family child care closed at around 5:30 p.m. and private centers at approximately 6:00 p.m., based on mean scores.

Summarizing the responses, Parent Cooperative, Lab School or Campus Childcare Programs, Public Programs and Church Related Programs are most commonly 9 month programs, while remaining programs, with the exception of "Other" Programs are in operation 12 months during the year. "Other" Programs showed a mean of 10.2 months, indicating a mixture of 9 month, 12 month and a few other schedules.

Table 10 shows the responses to Question 3f which asked respondents to characterize their program's setting as rural, suburban or urban. The largest group was "suburban". The program type most heavily weighted toward suburban settings were Private Centers (65.9%), "Other" Programs (61.5% suburban), Church Related Programs (58.3% suburban), and Private Preschools (51.9% suburban).

Question 4 asked to describe the physical site in which the program existed. These results are shown in Table 11. As might be expected, Home Care, licensed or other, occurs in homes; what might not have been expected is that homes are also a common location (25.3% of the programs surveyed) for Private Childcare Centers and Private Preschools (14.8%). Churches and church buildings were the most common location for Parent Cooperative, Laboratory Schools or Campus Child Care Programs (45.4%) as well as Church Related (92%) and Non Profit Programs (30%). The Parent Cooperative category also made use of facilities designed especially for child care (27.1%), as did Private Centers (48.5%) and Non Profit Programs (13.2%). Community centers were used, primarily by the cooperative

TABLE 10

Setting By Program Types (Question 3f)

(N = 801)

	Rural	Suburban	Urban
Other Home Care	22	32	21
Licensed Family Child Care	48	54	22
Parent Cooperative, Laboratory Schools, or Campus Child Care	67	96	57
Private Child Care Centers	16	58	14
Public Programs	25	20	16
Church Related Programs	8	35	17
Private Preschools	13	27	12
Nonprofit Centers	16	33	27
Other Programs	11	24	4
TOTAL	226	379	196

Table 11
Physical Setting by Program Type
(Question 4) (N = 851)

	Church	Church Bldg.	Community Center	Home	Facility for Child Care	School	Other
Other Home Care	0	0	0	78	0	0	0
Licensed Family Child Care	0	0	0	128	0	0	1
Parent Cooperatives, Laboratory Sch., Campus Child Care Centers	61	44	12	6	32	53	23
Private Child Care Centers	2	3	4	25	48	3	14
Public Programs	5	5	8	0	8	34	3
Church Related Programs	34	35	0	0	1	4	1
Private Preschool	11	15	1	9	5	8	5
Nonprofit Center	17	22	14	1	11	7	8
Other Program	1	4	0	2	13	13	9

program type, and Non Profit Center used the facilities. The Parent Cooperative, Laboratory School and Campus Child Care Centers used schools (22.9%) as did Public Programs (54%). Again, the Parent Cooperatives used other facilities (10%) as did Other Programs (21.4%). Schools and community centers are relatively underused: 14.3% and 4.6% of all program types.

Question 4d asked program administrators to report on the number of square feet of indoor and outdoor space used by the children. Indoor space results were the following: Public Programs had the largest mean, 2,782 square feet, followed by Non Profit Centers with 2,672, and Private Centers with 2,430. "Other" Programs' mean was 2,185, Private Preschools' was 1,418, and Church Related Programs' 1,680 square feet. Parent Cooperative, Laboratory Schools, and Campus Child Care programs had a mean of 1,551, Licensed Family Child Care 1,522, and Other Home Care the lowest mean, 400 square feet. In general, these figures follow the size differences in enrollment already presented. Unfortunately, only 434 programs responded to the item concerning outdoor space available. Church Related Programs had the largest mean, followed by Private Preschools, Public Programs, Nonprofit Centers, Private Centers, Other Programs, Licensed Family Child Care Homes, Parent Cooperatives, Lab Schools and Campus Child Care, and Other Home Care.

Each of the three sections of Question 5 related to the availability of space for children in programs. Question 5a asked the respondents' opinion on the sufficiency of programs for 3- or 4-year-old children in the local area. Across all program types, Public and Other Programs were the only groups to have more than half of the respondents answer yes. The percentages of those with a waiting list are approximately the same - 65% do not, and 35% do have a waiting list; almost all of those who do have one have a single list for both 3- and 4-year-old children. The average number of children turned down or refused admission to the programs during the previous year are as follows: Other Home Care: 4.4 ; Licensed Family Child Care: 4.9; Parent Cooperatives, Laboratory Schools, or Campus Child Care Programs: 9.3; Private Child Care Centers: 5.0; Public Programs: 17.5; Church Related Programs: 8.4; Private Preschools: 9.2; Non Profit Centers: 13.3; and Other Programs: 19.6. The standard deviations for these mean scores are high, indicating much variability for the number of children turned down within each program type. The high numbers of children turned down from Public and Non Profit Programs indicates that there may be a need to increase the availability of offerings in these categories. The number of children turned down may also be related to the lowered cost which Public and Non Profit Programs are able to offer parents.

Question 6 asked respondents to estimate the number of unlicensed child care sites in their neighborhood. Most respondents (approximately half) were uncertain of the number of unlicensed care sites in their neighborhood. The next most common response was "Many (more than three)", with 271 responses. These data are shown in Table 12.

Question 7 asked program administrators to check which areas should be covered by licensing requirements. Each area will be discussed separately by program type. Fire and safety requirements were checked ("yes, should be covered by licensing requirements") by a total of 773 out of 855 respondents (90.4%). The highest percentage of "yes" responses was 100% (Public Programs), and the lowest was 81.5% yes, from Private Preschools. Health and sanitation requirements were also overwhelmingly felt to be an area that should be covered by licensing requirements, with 753 "yes" responses (88.1%). Public Programs again were the most likely to respond "yes" (96.8%); Private Preschools had the lowest percentage of "yes" votes at 75.9%. Staff training and qualifications were favored, but less strongly, with 546 of 855 checking "yes" (63.9%). Public Programs, (79.4% yes), Non Profit Centers (79.3%) and Parent Cooperatives, Lab Schools or Campus Child Care Centers (78.4%) were virtually tied for the highest percentage of yes votes. Other Home Care respondents chose yes only 38.5%; Licensed Family Child Care providers 44.2%, Private Center 53.5% yes, with the Other Program types percentages between these ranges. Other licensing requirements were very unpopular, with only 50 of 855 (5.8%) responding that these should be included. Licensing requirements relating to group size and staff to child ratio were favored by 614 of 855 respondents (71.8%). Public, Non Profit, and the Cooperative Program types were again the most likely to be in favor with 87.3%, 85.4% and 83.6% respectively. The lowest percentage of yes responses were from Other Home Care (53.6%) and Private Preschools (53.7%). Facilities (the number of square feet of space per

Table 12

Numbers of Respondents Reporting Their Perceptions of Availability of Unlicensed Care, by Program Type (Question 5, N=841)

Program Type	Perceived Availability of Unlicensed Care (Number of Local Sites)			
	None	Few (less than three)	Many (more than three)	Unknown
Other Home Care	5	22	18	32
Licensed Family Child Care Homes	3	28	47	47
Parent Cooperatives, Laboratory Schools, or Campus Child Care Centers	10	32	63	123
Private Centers	5	14	48	32
Public Programs	1	7	18	37
Church Related Programs	3	2	15	52
Private Preschools	0	11	18	25
Nonprofit Centers	2	14	30	36
Other	0	3	14	24
Totals	29	133	271	408

child) was less strongly favored - 522 of 855, 61.1%. Highest percentages were 74.6% yes from Public Programs, 74.4% from Non Profit Programs, and 71.7% from Parent Cooperative Preschools, Laboratory Schools, or Campus Child Care Centers. Lowest percentages were 38.5% yes from Other Home Care Providers, 42.6% from Licensed Family Child Care Providers, and 48.1% from Private Preschools. Only 35 of 855 respondents desired no requirements (4.1%). The percentages reported must be considered as conservative, since no response was considered a "no" vote. In summary, all categories of respondents favor licensing requirements in the areas included in the survey, which were derived from the current D.S.H.S. regulations. Public, Non Profit, and the Parent Cooperative/Lab School/Campus Child Care Center Program types were more likely to favor regulation in general, and Private Preschools, Other Home Care Providers and Licensed Family Child Care Providers less likely to do so, while other program types were indeterminate.

New regulations over other areas were not commonly suggested. Fire/Safety and health/sanitation regulation were very strongly approved, while staff training and qualification, group size/staff child ratio, and facilities (space per child) were less strongly approved.

In this same area, Question 10 asked respondents, "If there were voluntary certification for early childhood staff, would you want your staff to be certified?" The majority (84.7%) responded yes.

The Public Programs and "Other" Programs were most in favor of this (96.4% and 94.3%), followed by the Church Related Programs (92.9%) and Private Centers (91.8%). Less positive toward this were the Non Profit Centers (87.5%), the Parent Cooperative/Lab School/Campus Child Care group (86.6%), Licensed Family Care Givers (81.2%) and Private Preschools (80%). Least in favor, but still favoring the idea, were the "Other Home Care Providers", 71.1% in favor.

The largest single block of data was collected in Question 9, which asked respondents to specify 10 educational and experience/background information categories on up to 15 staff members. This data for each of the 9 program types represents a matrix of 10 x 15 x 9 cells, each of which contains percentages in relation to each obtained by presenting the educational and experience data for each program type separately. These data are shown in Tables 13 through 21. The first thing to note is that some respondents did not follow the instructions to "check all that apply" for levels of educational experience. Some of the respondents in the "high school/G.E.D." category are only high school graduates, while others are holders of higher degrees. For this reason, a summary which separates these groups is shown on Table 22.

Secondly, the trends noted in percentages within these program types show reversals. These are differences between large and small programs, which occur in every out of home program. Large programs of any type are more likely to have staff with a wider range of qualifications: master's degree holders in administrative positions, and a large number of less well educated aides. These changes by program size are apparent in the tables.

Another striking feature is the relationship of credentials specific to early childhood, such as the Child Development Associate Credential and the Montessori certificate, in relation to the (K - 8 or K - 12) elementary teaching certificate. Regardless of program type and size, elementary certified personnel outnumber the other two groups. Public and Nonprofit Programs were much more likely to have C.D.A. certified staff; there were almost no Montessori trained staff in these groups. Private Preschools accounted for almost all Montessori teachers.

The high standard deviations found for the mean years of experience indicate the variability of experience across program types. The high percentage of persons attending workshops indicates the commitment of most staff members to continuing professional development and the importance of this form of continuing education for early childhood personnel. The same variability by staff size is seen in the workshop percentages, with the less experienced and less well trained staff members attending fewer workshops. There were some program differences on this variable, with Public and Nonprofit Program staff attending the most frequently.

Since these data are still difficult to comprehend, a simplified version, which omits the categories of credentials/certificates (C.D.A., Elementary Teaching, and Montessori), workshop attendance and experience is included. Further, Table 22 averages the first five staff members across each program type.

Table 13
Educational and Experience Levels of Staff Members in Other Home Care
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelor's Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any workshops last year (% Yes)	Mean Years Experience (Standard Deviation)
1. (N=64)	76.6%	23.4%	12.5%	1.6%	3.1%	12.5%	0	0	48.4%	9.2 (6.2)
2. (N=12)	66.7%	16.7%	50.0%	8.3%	0	25.0%	0	0	33.3%	9.9 (6.6)
3. (N=7)	(Data not reported; fewer than 10 respondents)									

Table 14
Educational and Experience Levels of Staff Members in Licensed Family Child Care
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelors Degree	C.D.A. Credential[a]	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any workshops last year (% Yes)	Mean Years Experience (Standard Deviation)
1. (N=104)	84.9%	19.0%	14.4%	0	0	8.7%	0	0	63.5%	8.7 (6.6)
2. (N=20)	65.0%	15.0%	0	0	0	0	5%	0	40.0%	7.7 (8.3)
3. (N=6)	(Data not reported; fewer than 10 respondents)									

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[a] At the present time a C.D.A. credential designed specifically for Licensed Family Child Care Providers is not available. Five Licensed Family Child Care Providers received C.D.A. credentials in 1981 by meeting the requirements for staff working in centers.

Table 15

Educational and Experience Levels of Staff Members in Parent Cooperative, Laboratory Schools, and Campus Child Care Centers (Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelor's Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any workshops last year (% Yes)	Mean Years Experience (Standard Deviation)
1. (N=223)	57.8%	22.5%	63.0%	5.3%	.9%	35.7%	25.0%	1.8%	78.4%	8.1 (5.2)
2. (N=119)	52.9%	26.1%	58%	4.2%	0	31.9%	10.9%	0	52.1%	7.2 (3.9)
3. (N=53)	64.2%	47.2%	41.5%	1.9%	0	15.1%	3.8%	0	62.3%	4.6 (4.1)
4. (N=36)	75.0%	30.6%	38.9%	5.6%	0	22.2%	8.3%	0	63.9%	4.8 (3.3)
5. (N=30)	83.3%	20.0%	33.3%	0	0	26.2%	10%	0	50%	5.5 (4.4)
6. (N=21)	66.7%	28.6%	4.8%	4.8%	0	9.5%	9.5%	0	47.9%	6.0 (7.0)
7. (N=18)	83.3%	16.7%	22.2%	0	0	16.7%	11.1%	0	44.4%	5.3 (6.0)
8. (N=11)	72.7%	18.2%	18.2%	9.1%	0	36.4%	36.4%	0	63.6%	8.0 (7.0)
9. (N=8)	(Data not reported; fewer than 10 respondents.)									

Table 16
Educational and Experience Levels of Staff Members in Private Centers
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelors Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any workshops last year (% Yes)	Mean Years Experience (Standard Deviation)
1. (N=94)	78.7%	27.8%	32%	8.2%	8.2%	19.6%	11.3%	4.1%	68.0%	10.3 (8)
2. (N=92)	71.7%	18.5%	30.4%	9.8%	6.5%	23.9%	1.1%	0	53.3%	5.9 (4.5)
3. (N=76)	71.1%	19.7%	14.5%	6.6%	2.6%	17.1%	1.3%	0	42.1%	5.4 (5.3)
4. (N=56)	67.9%	16.1%	21.4%	3.6%	3.6%	14.3%	1.8%	0	59.6%	3.4 (2.8)
5. (N=47)	63.8%	17.0%	17.8%	8.5%	4.3%	12.8%	0	0	59.6%	3.4 (2.8)
6. (N=37)	75.7%	5.4%	13.5%	0	5.4%	5.4%	0	0	51.4%	2.6 (2.2)
7. (N=22)	68.2%	4.5%	0	0	0	0	0	0	40.9%	2.6 (2.9)
8. (N=13)	53.8%	23.1%	15.4%	0	0	7.7%	0	0	46.2%	2.4 (1.6)
9. (N=8)	(Date not reported; fewer than 10 respondents)									

Table 17
Educational and Experience Levels of Staff Members in Public Programs
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelors Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any workshops last year (% Yes)	Mean Years Experience (Standard Deviation)
1. (N=60)	58.3%	13.1%	77.0%	11.5%	0	45.9%	26.2%	11.5%	77.0%	10.4 (6.5)
2. (N=55)	69,1%	22.2%	57.4%	3.7%	0	38.9%	3.7%	1.9%	79.6%	6.7 (4.8)
3. (N=38)	78.9%	20.5%	35.9%	30.8%	0	17.9%	0	0	74.4%	6.0 (4.5)
4. (N=35)	74.3%	11.4%	42.9%	17.1%	0	14.3%	5.7%	0	74.3%	5.3 (3.8)
5. (N=28)	75.0%	41.4%	24.1%	13.8%	0	13.8%	6.9%	0	86.2%	4.4 (3.9)
6. (N=25)	68.0%	4.0%	36.0%	12.0%	0	12.0%	24.0%	0	84.0%	4.6 (2.7)
7. (N=22)	77.3%	22.7%	40.9%	18.2%	0	27.3%	0	0	72.7%	5.1 (3.8)
8. (N=19)	73.7%	21.1%	36.8%	21.1%	0	15.8%	0	0	84.2%	5.6 (5.6)
9. (N=19)	63.2%	0	31.6%	10.5%	0	31.6%	10.5%	0	84.2%	4 (2.8)
10. (N=17)	88.2%	11.8%	35.3%	11.8%	0	29.4%	5.9%	0	76.5%	5.1 (4.7)
11. (N=14)	85.7%	35.7%	21.4%	28.6%	14.3%	0	7.1%	0	100%	5.6 (5.5)
12. (N=11)	63.6%	0	54.5%	0	0	27.3%	18.2%	0	81.8%	3.9 (3.7)
13. (N=9)	(Data not reported; 10 or fewer respondents)									

TABLE 18

Educational and Experience Levels of Staff Members in Church Related Programs
(Question 9)

Staff Member*	High School or G.E.D.	Associate Degree	Bachelor's Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any Workshops Last Year (% Yes)	Mean Years Experience (Standard Deviation)
1 (N=70)	72.9%	28.6%	56.3%	4.2%	0	40.8%	15.5%	0	67.6%	9.8 (7.5)
2 (N=69)	79.7%	21.7%	50.7%	2.9%	0	30.4%	4.3%	0	71.0%	7.4 (10.2)
3 (N=54)	72.9%	28.8%	25.4%	5.1%	0	13.6%	0	0	50.8%	6.8 (6.3)
4 (N=50)	78%	30%	22%	0	0	6%	2%	0	40%	4.1 (4.8)
5 (N=43)	81.4%	15.9%	25%	0	0	9.1%	0	0	50%	4.5 (4.5)
6 (N=32)	78.1%	15.6%	91.9%	0	0	3.1%	0	0	34.4%	7 (6.9)
7 (N=25)	64%	12%	28%	0	0	20%	4%	0	32%	3.9 (3.7)
8 (N=18)	86.9%	5.6%	27.8%	0	0	5.6%	0	0	22.2%	4.6 (4.0)
9 (N=18)	88.9%	0	27.8%	0	0	16.7%	0	0	16.7%	3.8 (3.5)
10 (N=14)	92.9%	14.3%	21.4%	0	0	0	0	0	21.4%	6.3 (7.4)
11 (N=12)	100%	0	25%	0	0	25%	0	0	25%	7.4 (5.6)
12 (N=8)	(Data not reported; fewer than 10 respondents)									

TABLE 19

Educational and Experience Levels of Staff Members in Private Preschools
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelor's Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any Workshop's Last Year (% Yes)	Mean Years Experience (Standard Deviation)
1 (N=52)	76.9%	18.5%	81.5%	5.6%	42.6%	53.7%	16.7%	5.6%	64.8%	10.6 (7.5)
2 (N-48)	79.2%	12.5%	64.6%	6.3%	29.2%	41.7%	12.5%	2.1%	54.2%	7.1 (5.2)
3 (N=34)	76.5%	19.4%	72.2%	2.9%	22.9%	54.3%	14.3%	0	45.7%	5.9 (2.2)
4 (N=23)	69.6%	39.1%	52.2%	4.3%	26.1%	34.8%	4.3%	0	47.8%	6.8 (5.9)
5 (N=15)	80.0%	40.0%	66.7%	0	26.7%	40.0%	6.7%	6.7%	60.0%	8.6 (4.6)
6 (N=10)	70.0%	20.0%	60.0%	10.0%	0	30.0%	10.0%	0	30.0%	8.1 (5.0)
7 (N=4)	(Data not reported; fewer than 10 respondents)									

TABLE 20

Educational and Experience Levels of Staff Members in Nonprofit Centers
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelor's Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any Workshops Last Year (% Yes)	Mean Years Experience (Standard Deviation)
1 (N=78)	47.4%	23.5%	56.8%	1.2%	7.4%	37.0%	32.1%	8.6%	76.5%	9.4 (6.2)
2 (N=78)	52.6%	24.4%	51.3%	14.1%	3.8%	28.2%	12.8%	0	65.4%	6.5 (4.2)
3 (N=71)	57.1%	32.9%	42.5%	5.5%	5.5%	15.1%	2.7%	0	64.4%	5.5 (4.4)
4 (N=69)	58.0%	29.0%	40.6%	4.3%	0	18.8%	10.1%	0	62.3%	5.1 (3.6)
5 (N=57)	63.2%	21.1%	35.1%	3.5%	0	17.5%	5.3%	0	59.6%	3.4 (3.2)
6 (N=46)	63.0%	19.6%	43.5%	2.2%	0	10.9%	8.7%	0	54.3%	4.1 (4.5)
7 (N=33)	78.8%	24.2%	24.2%	9.1%	0	9.1%	3.0%	0	60.6%	3.4 (2.6)
8 (N=27)	63.0%	14.8%	33.3%	3.7%	0	7.4%	0	0	51.9%	3.4 (1.8)
9 (N=22)	72.7%	0	27.3%	4.5%	0	4.5%	0	0	54.5%	3.2 (2.2)
10 (N=17)	94.1%	0	23.5%	5.7%	0	5.9%	0	0	70.6%	3.0 (3.2)
11 (N=12)	91.7%	0	16.7%	8.3%	0	8.3%	8.3%	0	75.0%	4.1 (3.6)
12 (N=10)	30.0%	0	40.0%	0	0	10.0%	30.0%	0	30.0%	3.8 (2.0)
13 (N=8)	(Data not reported; fewer than 10 respondents)									

TABLE 21

Educational and Experience Levels of Staff Members in Other Programs
(Question 9)

Staff Member	High School or G.E.D.	Associate Degree	Bachelor's Degree	C.D.A. Credential	Montessori Certificate	Elementary Teaching Certificate	Master's Degree	Post Master's Degree	Any Workshop's Last Year (% Yes)	Mean Years Experience (Standard Deviation)
1 (N=41)	56.1%	9.5%	61.9%	0	2.4%	50.0%	21.4%	2.4%	88.1%	11.1 (8.7)
2 (N=39)	56.4%	23.1%	35.9%	10.0%	0	22.5%	0	0	6.5%	4.4 (2.6)
3 (N=28)	57.1%	14.3%	32.1%	3.6%	0	10.7%	0	0	39.3%	5.1 (5.2)
4 (N=19)	73.7%	5.3%	26.3%	0	0	10.5%	5,3%	0	36.8%	4.6 (4.5)
5 (N=18)	72.2%	0	27.8%	0	5.5%	16.7%	16.7%	5,6%	50.0%	7.2 (7.0)
6 (N=15)	73.3%	0	13.3%	0	0	13.3%	0	0	53.3%	6.1 (9.4)
7 (N=15)	60.0%	6.7%	26.7%	0	0	13.3%	13.3%	0	46.7%	2.8 (1.5)
8 (N=6)	(Data not reported; fewer than 10 respondents)									

Table 22

Percentages of the First Five Staff Members Who Have Attained Various Education Levels, by Program Type

Program Type	High School/ G.E.D. Not Completed	High School/ G.E.D. Completed	A.A. Degree	B.A. Degree	Master's Degree	Post MA Degree
Other Home Care (N=78)	20.5%	47.4%	15.4%	16.7%	0	0
Licensed Family Child Care Home (N=129)	21.7%	49.6%	16.3%	11.6%	.8%	0
Parent Cooperative, Laboratory Schools, Campus Child Care Center (N=232)	5.2%	9.1%	8.2%	48.7%	27.2%	1.7%
Private Centers (N=99)	2%	24.2%	18.2%	40.4%	11.1%	4%
Public Programs (N=63)	3.2%	1.6%	7.9%	54%	20.6%	12.7%
Church Related Programs (N=63)	3.2%	9.3%	8%	57.3%	20%	0
Private Preschools (N=54)	0	7.4%	3.7%	61.1%	20.4%	7.4%
Nonprofit Centers (N=82)	2.4%	6.1%	7.3%	40.2%	35.4%	8.5%
Other Program (N=43)	2.3%	7%	18.6%	46.5%	20.9%	4.7%

Question 11 asked respondents to rank several possible goals as most important, next most important, and not important. Once again, the three ranks of eleven goals by nine program types has produced a large matrix of data. To simplify, Table 23 presents the most common rank for each of the goals, by program type. What is striking is the similarity of the most common rank given to these goals across the program types. Many early childhood professionals agree that it is the methods that are used to reach these goals, rather than the goals themselves, that differentiate programs. Thinking and learning skills, development of a positive self concept, care for the child, independence/self-reliance, and social skills and awareness were ranked 1 ("most important") across all programs. Multicultural awareness and academic skills were generally ranked "next most important."

Other Home Care Givers gave academic skills a "1", and the Cooperative group gave this goal a "3". Religious values (with the exception of the Church Related Programs, whose most common rank was "1") was most commonly ranked "3" ("not important") by each program type, as was bilingual instruction. Remedial and therapeutic services, and the provision of the least restrictive environment for the handicapped were most commonly ranked "3" by every program type except Public Programs, where the most common rank was "1". Only 71 programs responded with an "other" goal; these were often specific to a unique program, or were a subgoal within the goals listed above.

Question 12 asked respondents whether or not their program had a written set of program goals. Overall, 74.6% responded "yes". Nonprofit Centers had the highest percentage yes (93.8%), followed by Church Related (91.9%), Public Centers (91.8%), Other Programs (90.7%) and Private Preschools (88.9%). Private Centers reported 86% had written goals, and Parent Cooperative/Laboratory Schools/Campus Child Care Centers reported 85.8%. Two program categories reported fewer than 50% had written program goals: Other Home Care Providers with 31.6% (with written goals) and Licensed Family Child Care Providers with 28.5%.

Question 13 asked respondents which (if any) additional services their program provided. These data are shown in Table 24. Most program types provide referral to social service agencies, with Public and Non Profit

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Table 23
Modal Ranking of Goals By Program Types
(Question 11)

Program Type	Multicultural Awareness	Religious Values/Beliefs	Thinking & Learning Skills	Academic Skills	Develop Positive Self-Concept	Remedial Thereputic Services	Care for Child	Bilingual Instruction	Independence Self Reliance	Social Skills & Awareness
Other Home Care	2	3	1	1	1	3	1	3	1	1
Licensed Family Child Care	2	3	1	2	1	3	1	3	1	1
Parent Cooperatives/ Lab School/Campus Child Care	2	3	1	3	1	3	1	3	1	1
Private Center	2	3	1	1/2	1	3	1	3	1	1
Public Program	2	3	1	2	1	1	1	3	1	1
Church Related Program	2	1	1	2	1	3	1	3	1	1
Private Preschool	2	3	1	2	1	2/3	1	3	1	1
Nonprofit Center	2	3	1	2	1	1	1	3	1	1
Other	2	3	1	2	1	3	1	3	1	1

Key:
1 = Most important
2 = Next most important
3 = Not important

Table 24
Additional Services Provided, by Program Type (% Who Provide These Services) (Question 13)

Program Type	Referal to Social Service Agencies	Parent Education	Home Visits	Transportation	Snacks	Hearing Screening	Meals	Dept. of Agriculture Services?	Nutritionist?	Health Screening	Imunizations	Vision Screeng
Other Home Care	52.6%	23.1%	17.9%	17.9%	97.4%	7.7%	74.4%	71.4%	27.7%	7.7%	16.7%	11.5%
Licensed Family Care	39.5%	7.8%	57.0%	38.0%	95.3%	3.1%	87.6%	82.7%	28.4%	10.1%	8.5%	4.7%
Parent Coop/ Lab School/ Campus Child Care Center	74.1%	95.7%	58.4%	12.9%	94.0%	44.8%	10.3%	87.5%	33.3%	14.2%	7.8%	45.3%
Private Center	77.8%	43.4%	14.1%	31.3%	99.0%	64.6%	76.8%	33.8%	40.0%	43.4%	40.4%	54.5%
Public Program	95.2%	81.0%	82.5%	69.8%	81.0%	84.1%	76.2%	88.1%	92.1%	76.6%	65.1%	82.5%
Church Related Program	60.0%	40.0%	14.7%	22.7%	97.3%	44.0%	66.7%	68.8%	32.5%	25.3%	24.0%	52.0%
Private Preschool	66.7%	57.4%	20.4%	11.1%	90.7%	51.9%	11.1%	33.3%	25.0%	13.0%	9.3%	53.7%
Nonprofit Center	92.7%	74.4%	36.6%	31.7%	93.9%	65.9%	62.2%	92.2%	51.1%	46.3%	22.0%	68.3%
Other	81.0%	83.7%	23.3%	20.9%	81.4%	46.5%	30.2%	33.3%	90.9%	20.9%	23.3%	41.9%
Total (All Programs)	69.4%	58.7%	29.6%	26.4%	93.6%	42.8%	51.3%	70.7%	43.2%	25.1%	20.4%	43.0%

Centers showing the highest "yes" percentages and Licensed Family Child Care Providers the lowest (35.9). Parent education was more variable, with the Parent Cooperatives group leading the way, not surprisingly, at 95.7%. Only 7.8% of Licensed Family Child Care Providers report providing parent education. Home visits were not as common, with Public Programs reporting 82.5%, and other programs ranging from 38.4% (Cooperative/Lab School/Campus Child Care Center) to 14.1% (Private Centers); overall, 29.6% of the programs sampled offer home visits. Public Programs also lead in transportation: 69.8% of the programs offer this service. Other programs offer transportation in from 38% of the subsample (Licensed Family Child Care Providers) to 11.1% (Private Preschools). Almost all program types overall, 93.6%, offer snacks. Public Programs are the most likely to offer hearing screening (84.1%), followed by Non Profit Centers (63.9%) and Private Centers (64.6%). Only 3.1% of Licensed Family Child Care Providers offer this service; the overall percentage was 42.8%. Approximately half (51.3%) of the programs give meals, ranging from a high of 87.6% for Licensed Family Child Care Providers to a low percentage of 10.3% for the Parent Cooperative/Lab School/Campus Child Care Center groups. Overall, 70.7% of programs make use of Department of Agriculture services, with both home care categories, the Cooperative group, Public and Non Profit Programs using these services most often and Private Centers, Preschools, and "Other" Programs the least. Apparently only large programs can afford the services of a nutritionist, since percentages were high for Public (92.9%) and Other Programs (90.9%) and lower (51 - 25%) for the remaining program categories.

Health screening is provided by 25.1% of the programs responding, ranging from a high of 76.6% for Public Programs to a low percentage of 7.7% for Other Home Care. Immunizations were the least commonly offered service from the questionnaire list given: across all programs, only 20.4% offered this service. Public Programs provide this service in 65.1% of the programs responding (the highest) and 7.8% of the Cooperatives/Lab Schools/Campus Child Care Centers do so. Vision screening is provided by 43% of programs, ranging from a high of 87.5% (Public Programs) to a low of 4.7% (Licensed Family Child Care Providers).

Only sixty-six respondents added other additional services; the most common were other screening services, such as speech screening and dental screening.

Question 14 asked respondents about written records on the progress of individual three- and four-year-olds, and about the use of formal assessment tools, such as standardized tests. Across all program types, 47.8% of the respondents kept written records. Other Home Care Providers, (17.9%) and Licensed Family Child Care Providers (10.1%) were least likely, and Private Preschools (83.3%) were the most likely to keep written records. In between were Private Centers (47.5%), the Cooperative group (49.1%), Other Programs (51.2%), Church Related Programs (56%), Non Profit Centers (76.8%), and Public Programs (77.8%). These data are somewhat similar to those for the use of formal assessment tools (overall percentage of use: 28.4%): Other Home Care, 11.5%; : Licensed Family Child Care, 3.1%; Parent Cooperative/Laboratory School/Campus Child Care Center, 17.7%; Private Centers, 29.3%; Public Programs, 74.6%; Church Related Programs, 36%; Private Preschools, 44.4%; Nonprofit Centers, 53.7%; and Other Programs, 41.5%. A list of the instruments used, as written in for the answer to Question 14c is provided in the comments section of this report.

Table 25 shows the responses to Question 15, which asked respondents about enrolled children with special needs and the services provided to these children. As can be seen, Public and Nonprofit Programs enroll and serve the majority of children with special needs in our sample. Private Preschools, however, report a high percentage of gifted children. Learning disabled children are the most commonly reported special needs children, followed by physically handicapped children, emotionally disturbed children, gifted, and mentally retarded children, in that order. Across all programs, 46.2% of respondents reported that they serve no children with special needs; 98 respondents reported that they served children with special needs other than those listed on the questionnaire.

Across all program types, 93.9% of respondents report that they know how to report a suspected case of child abuse. The lowest percentage was 90.7% (Other Programs) and the highest, 100%, was in Public Programs. The incidence of cases of suspected child abuse reported or needed to be reported in the previous year ranged from 0 to 10, with 78.8% of all respondents reporting 0 cases, 12.2% 1 case, 4.9% 2 cases, and 4.1% 3 or more cases. Public and Nonprofit Programs reported the largest numbers of cases.

Table 25
Services to Children with Special Needs, by Program Type
(Question 15)

Program Type	Children					Services
	Gifted	Physically Handicapped	Learning Disabled	Mentally Retarded	Emotionally Disturbed	Services Provided? (% Yes)
Other Home Care	6.4%	7.7%	7.7%	5.1%	7.7%	14.1%
Licensed Family Child Care	6.2%	5.4%	9.3%	3.1%	7%	7%
Parent Coop./ Lab School/ Campus Ctr.	16.4%	19.8%	21.6%	8.6%	15.5%	18.1%
Private Center	12.1%	10.1%	15.2%	5.1%	11.1%	16.2%
Public Program	19%	47.6%	52.4%	44.4%	50.8%	66.7%
Church Related Program	14.7%	14.7%	9.3%	6.7%	13.3%	16%
Private Preschool	40.7%	29.6%	22.2%	5.6%	7.4%	14.8%
Nonprofit Center	15.9%	35.4%	46.3%	29.3%	39%	34.1%
Other Programs	27.9%	39.5%	37.2%	11.6%	37.2%	27.9%
Total	15.6%	20.1%	22.1%	11.5%	18.2%	21.1%

Question 17 asked respondents if they communicate with their local primary teacher or school about children from their program who are entering the primary grades. Across all program types, 56.5% of respondents reported that they did. The lowest percentages were 21.7% (Licensed Family Child Care Providers) and 23.1% (Other Home Care Providers), followed by 57.6% (Private Centers), 64.6% (Nonprofit Centers), and 65.1% (Other Programs). The higher percentages were reported by the Cooperative group (68.5%), Church Related Programs (69.2%), Public Programs (74.6%) and Private Preschools (75.9%).

Formal reports to parents (Question 18) were a part of 64.8% of the programs responding. These data and the parent participation responses (Questions 19 and 20) are shown in Table 26. Reports to parents were either oral or both written and oral in all programs, based on the most common (modal) response. Frequency of reports to parents shows wide variation by program type; it appears that various groups interpreted "formal reports to parents" differently. The data are reported in order to make the report complete; because of the variation, and after examining some of the respondents' comments, however, it is felt that the "frequency of reports to parents" data is not equally valid across program types.

In the responses to Question 19, program administrators and providers in most programs primarily encouraged parent participation; home care providers did not, and the Parent Cooperative group required participation.

The type of activity encouraged or required of parents is also shown in Table 26. Across all programs, coming to meetings and assisting in the classroom are the most common activities, followed by making or maintaining facilities or materials, fundraising, and, last of all, setting policy. Overall, 30.2% of programs surveyed require or encourage none of these activities; 12% of programs encourage or require parent activities not listed on this questionnaire, commonly providing transportation on field trips. All percentages for parent activities are skewed positively by the high percentage of participation reported by the Parent Cooperative/ Laboratory School/Campus Child Care Center group.

Question 21 asked respondents to choose from a list of concerns those which were important to them in maintaining quality services for children. This list was developed by the project staff with the assistance of members

Table 26

Parent Reports and Parent Participation Expectations, by Program Type (Questions 18,19, &20)

Program Type	Formal Reports	Form of Report[a]	How Often? (Mean) per year	Parent Participation Is[a]	Parents Come to Meetings[b]	Set Policy[b]	Assist in Room[b]	Make/Maintain Facilities or Materials[b]	Fundraising[b]	None[b]
Other Home Care	46.2%	Oral	25	Neither encouraged nor required	11.5%	2.6%	10.3%	3.8%	2,6%	71.8%
Licensed Family Child Care	45%	Oral	38.3	Neither	1,6%	1.6%	3.9%	2.3%	.8%	81.4%
Parent Coop./ Lab School/ Campus Care	70.7%	Oral	3.5	Required	96.1%	79.7%	93.5%	81%	74,6%	2.6%
Private Center	68.7%	Both written & oral	12	Encouraged	35.4%	7.1%	19.2%	12.1%	16.2%	49,5%
Public Program	81%	Both	5.8	Encouraged	81%	65.1%	82,5%	60.3%	55,6%	3,2%
Church Related Program	68%	Both	5.2	Encouraged	57.3%	2.7%	40%	14.7%	20%	26.7%
Private Preschool	85.2%	Both	11	Encouraged	72.2%	13%	55,6%	38.1%	31.5%	14.8%
Nonprofit Center	73.2%	Both	3.6	Encouraged	85.4%	30.5%	50%	54,9%	63,4%	6.1%
Other Program	46.5%	Oral/Both	1.8%	Encouraged	79.1%	20.9%	46.5%	32.6%	32.2%	16.3%
Total	64.8%	—	9.3	--	59.2%	32.7%	49.4%	39.2%	37.5%	30.2%

[a] Most common response (mode)

[b] Percentage who ask this of their parents

of the Advisory Committee and other early childhood professionals. The most common concern across all program types was parent support and involvement, followed by qualified staff, time for planning, resources for staff training, knowledge of resources, stable funding, low staff turnover, and community involvement and recognition, in that order. As expected, concerns such as resources for staff training, stable funding, qualified staff, and low staff turnover were of more interest to larger programs and of less concern to home care providers. These data are shown in Table 27.

Question 22 asked respondents to describe their sources of funding; these data are shown in Table 28. Since the table shows the means of the percentages reported, the sum of these means for any program category will not equal 100. Here again, very high standard deviations indicate the high variability of the responses. Note also that only 199 of the respondents completed this question, indicating even more clearly the need for caution in the comparison of funding sources across program categories. Overall, tuition/parent fees is the largest funding source, and local monies (such as the Y.M.C.A.) is the smallest.

Questions 23 and 24 were an attempt to provide information on the cost to parents and actual budget for the various program types. Unfortunately, the various subitems on these two questions were completed by a relatively small and variable (across programs) number of respondents. There were insufficient numbers of respondents to examine each program type's tuition and cost if each type was further broken down into subgroups by the number of days per week and typical schedule. In Table 29, the cost per month and tuition per month are shown by indicating the percentages of programs in each category that falls within a range of cost. The ranges are in increments of $25.00, $50.00, or $100.00, to simplify the presentation, even though the original responses were continuous. The Cooperative group, Public Programs, Other Programs, and Private Preschools are most commonly half day programs, while the other programs most commonly report full day operation. All programs other than the Parent Cooperative/Laboratory School/Campus Child Care Center category report a five day per week schedule, based on modal replies. The Parent Cooperatives operate on a three day per week schedule. All programs show wide variation in both cost and tuition.

Table 27
Concerns of Respondents in Achieving and Maintaining Quality Services for Children, by Program Type. (Question 21)

Program Type	Time for Planning	Resources for Staff Training	Stable Funding	Qualified Staff	Low Staff Turnover	Parent Support & Involvemnt	Knowledge of Resources	Community Involvement and Recognition
Other Home Care	44.9%	23.1%	23.1%	26.9%	20.5%	48.7%	44.9%	19.2%
Licensed Family Child Care	41.1%	19.4%	20.2%	14.7%	9.3%	49.6%	38%	15.5%
Parent Cooperative/ Lab School/ Campus Center	65.9%	69.4%	74.6%	65.9%	32.8%	89.2%	55.6%	50.9%
Private Center	67.7%	51.5%	27.3%	78.8%	61.6%	45.5%	46.5%	31.3%
Public Program	68.3%	69.8%	77.8%	66.7%	41.3%	74.6%	69.8%	61.9%
Church Related Program	58.7%	69.3%	41.3%	85.3%	54.7%	48%	57.3%	17.3%
Private Preschool	51.9%	63%	29.6%	77.8%	37%	61.1%	44.4%	37%
Nonprofit Center	64.6%	64.6%	79.3%	80.5%	74.4%	75.6%	58.5%	54.9%
Other Programs	62.8%	72.1%	60.5%	72.1%	46.5%	62.8%	58.1%	37.2%
Total (All Programs)	58.8%	54.9%	50.4%	60.4%	38.9%	65.4%	51.8%	37.1%

Table 28

Funding Sources (Percentages Reported) by Program Type (Question 22)
(N=199)

Program Type	Means Standard Deviations) Sponsoring Agency	Tuition /Parentfees	Additional Federal/State Monies	Local Monies	Other Monies
Other home care	39.4(39.5)	80(31,7)	10.7(9.7)	0(0)	36.5(41.5)
Licensed Family Child Care	12.6(25.7)	90.4(15.8)	14.4(12.3)	3.3(8.2)	31.9(38.5)
Parent Cooperative/ Lab School/ Campus Care	37(26.7)	79.9(23.3)	20.7(21.3)	3,8(5.1)	13.4(12)
Private Centers	13.6(24.8)	88.9(22.4)	10.8(10.8)	14.3(25.6)	16(29.5)
Public Programs	76.9(28.6)	44.1(51.1)	58.1(44.7)	16.1(21.4)	16.2(3.1)
Church Related Programs	23.1(19.1)	86.9(16.8)	13.5(9.6)	0(0)	19.5(32.7)
Private Preschools	0(0)	96.9(3.5)	6.7(11.5)	0(0)	6(5.7)
Nonprofit Centers	29.5(27.2)	66(32.7)	29(25.2)	14.7(13)	20.2(26.4)
Other Programs	30.6(23.4)	72(23.7)	44.9(34.6)	39.2(53.7)	30(29.3)
Total (all programs)	35.2(31.6)	82.2(25)	27(30.1)	12.2(20.8)	20.2(26.3)

Table 29

Percentages of Programs Reporting Tuition and Cost per Month in Different Ranges
(Questions 23 & 24)

Program Type	Did Not Respond	Less than $25	$25 - $50	$50 - $75	$75 - $100	$100 - $150	$150 - $200	$200 - $300	More than $300
	Tuition/Cost (both per month)								
Other Home Care	25.6%/ 57.7%	23.1%/ 16.7%	5.1%/ 7.7%	1.3%/ 2.6%	1.3%/ 5.1%	14.1%/ 6.4%	24.4%/ 1.4%	5.2%/ 2.6%	0/ 0
Licensed Family Child Care	35.7%/ 52.7%	17.8%/ 23.3%	6.2%/ 6.2%	3.1%/ 6.2%	0/ 4.7%	16.3%/ 3.9%	17.8%/ 2.3%	2.4%/ .8%	.8%/ 0
Parent Cooperative/Lab School/Campus Care	11.6%/ 27.2%	68.1%/ 46.1%	14.7%/ 15.9%	.4%/ 1.3%	.9%/ 1.7%	2.2%/ 2.2%	1.3%/ 3%	.4%/ 1.3%	.4%/ 1.3%
Private Center	13.1%/ 56.6%	17.2%/ 13.1%	6.1%/ 2%	0/ 1%	2%/ 2%	14.2%/ 5.1%	41.1%/ 13.1%	6%/ 4%	0/ 3%
Public Program	82.5%/ 50.8%	12.7%/ 6.3%	0/ 0	0/ 0	0/ 0	0/ 0	4.8%/ 9.5%	0/ 14/3%	0/ 19%
Church Related Program	10.7%/ 41.3%	28%/ 17.3%	24%/ 12%	1.3%/ 0	0/ 4%	12%/ 10.7%	21.4%/ 10.7%	2.7%/ 2.7%	0/ 1.3%
Private Preschools	13%/ 42.6%	24.1%/ 22.2%	33.3%/ 16.7%	7.4%/ 7.4%	5.6%/ 3.7%	5.6%/ 3.7%	11%/ 1.9%	1.9%/ 0	1.9%/ 1.9%
Nonprofit Centers	23.2%/ 19.5%	15.9%/ 28%	1.2%/ 1.2%	0/ 0	2.4%/ 3.7%	12,2%/ 1.2%	30.5%/ 24.7%	12.7%/ 22%	2.4%/ 3.7%
Other Programs	37.3%/ 39.5%	27.9%/ 30.2%	9.3%/ 14%	0/ 0	0/ 0	9.4%/ 4.7%	11.6%/ 2.3%	0/ 2.3%	4.7%/ 4.7%

Question 25 asks the respondent to estimate the percentage of families whose children they serve are eligible for public assistance of food stamps. Over all programs, a mean of 15.8% (standard deviation = 27.2) was found. The high standard deviation again indicates variability in the responses. The highest mean was 70.2 (34.1 standard deviation), for Public Programs, followed by 26.2 (28.7 s.d.) for Nonprofit Centers, 19.6 (31 s.d.) for Other Programs, and 11.3 (20 s.d.) for Other Home Care Providers, 7.6 13.2 s.d.) for Private Centers, 7.3 (18.8 s.d.) for Licensed Family Child Care Providers, 6.5 (11.7 s.d.) for Private Preschools.

The final questions asked respondents to indicate the number of 3- and 4-year-old children in their program by race/ethnicity, and the number of bilingual children. These data are presented in Table 30. The largest population is white children, followed by Black children, and almost equal numbers from the other race/ethnicity categories, except Pacific Islanders. In general, Public, Church Related, and Other Programs serve the largest numbers of nonwhite children. Public Programs serve the most bilingual children, reporting 12.2; the overall mean is 2.4. Due to high variability, differences between programs should be interpreted with caution.

In summary, the tremendous diversity of the programs serving the children of Washington state has been documented by this study. In size, staff, program, and population served, the early childhood programs we have surveyed vary almost as much within the program categories as across them. The concerns of administrators and their openness to voluntary certification, as well as their interest in continued professional development, are all findings which will have importance in the recommendations section of this report.

Table 30

Bilingualism and Race/Ethnicity of Chilcdren Served by Program Type (Questions 26 & 27)

Program Type	Means (Standard Deviations)								
	Black	White	Asian	Recent Asian Immigrant	Hispanic	Pacific Islander	Indian (Native American)	Other	Number of Bilingual Children
Other Home Care	1.1(.8)	8(12.1)	1(1)	.5(.7)	1.5(1.2)	0 (0)	1.4(.9)	1(.8)	.2 (.6)
Family Child Care Home	.7(.6)	5.2(11)	.5(.5)	0(0)	.8(1.1)	.5(.8)	.4(.8)	.3(.5)	.1(.5)
Parent Cooperative/ Lab School/ Campus Child Care	2.4(4.3)	25.8(17.3)	2.2(3.2)	2.2(2.9)	1.6(1.6)	1.3(2.3)	2.3(5)	6.1(13.7)	.9 (1.7)
Private Center	3(3)	28.9(25)	2.1(1.6)	1.7(1.5)	1.6(1)	2.3(2.3)	1.9(2)	1.6(1.5)	1.3(4)
Public Program	8.5(21)	31.6(27.4)	4.8(11.2)	6.3(7)	8.3(10.9)	.6(.8)	4.3(4.8)	4.1(4.7)	12.2(19.8)
Church Related Program	9.4(23.7)	30.4(25.9)	3.1(2.8)	1.7(1.3)	1.2(1)	1.1(.9)	7.8(15.4)	.5(.6)	1.7(2.5)
Private Preschools	1.8(1.5)	49.9(30.8)	3.8(4)	1.2(1.9)	1.7(1.3)	.9(1)	.5(.6)	1.8(2.2)	1.5(2.5)
Nonprofit Centers	5.3(6.8)	25.6(21.4)	3(3.2)	2.5(3.3)	2(1.8)	1.2(1.2)	2.3(2.5)	1.4(.8)	5.7(14.6)
Other Programs	4.8(5.2)	23.1(21.6)	3.6(6.1)	4.3(6.9)	4.2(5.9)	3(6.2)	3.7(7)	5.8(9.5)	6 (18)
Total (all Programs)	4.4(11.7)	23.6(23.2)	2.6(4.2)	2.6(4.1)	2.6(5)	1.3(2.5)	2.8(5.7)	2.8(6.9)	2.4(8.8)

SUMMARY OF COMMENTS
FROM PROGRAM SURVEYS

1. Check the one item below that best describes where you work with 3- and 4-year-olds:

Comments from respondents who checked "other" fell into the following categories:

- 19 responses indicating location of services rather than type (mostly parent cooperative preschools)
- 1 private business (gymnastic center for children)
- 1 migrant child development center
- 2 military child care centers
- 3 programs in high schools to train high school students in child development
- 3 special education or developmental disabilities programs
- 1 Home Base program
- 2 hospital-based programs
- 1 nursery at a YMCA for child care during fitness classes for mothers
- 1 public day care center with a part-time preschool
- 1 nonprofit center with a part-time preschool
- 1 campus child care center with a part-time preschool

4.a. Is your site in a (check one): church; church building; community center; home; facility designed specifically for child care; school; or other

"Other"sites specified:

- 13 campus classroom (community college, vocational-technical institute, elementary school, vocational center)
- 12 building (downtown building such as a dept store - 4
  - county park building - 1
  - Masonic Lodge building - 1
  - recreation complex - 1
  - grange - 1
  - community center - 1
  - dormitory - 2
  - commercial building - 1)
- 5 other: (old naval facility - 1
  - converted barn - 1
  - neighborhood football field - 1
  - apartment complex - 1
  - remodeled army facility - 1)
- 6 church (church community center - 1
  - church building - 2
  - church - 2
  - converted church - 1)
- 11 home (remodeled home, part of home, etc.)

5.a. In your opinion, are there enough programs for 3- and 4-year-olds in your community? Yes___ No___ What programs are especially needed for 3- and 4-year-olds? ____

29	preschools
6	low cost preschools
4	Montessori preschools
2	quality preschools

(Numbers refer to number of times each program type was mentioned, not the number of programs of each type believed needed)

24	day care centers
12	quality day care centers
4	low cost day care centers

14	parent cooperative preschools

2	day care homes
2	quality day care homes

2	Head Start programs

21	special education and screening services

1	night care
2	drop in care
1	odd hours care
1	care close to campus
1	harvest day care
1	back yard centers
3	combined day care/preschools
3	infant care

1	more programs
12	better quality programs
2	better quality staff
3	more affordable programs

special classes:

4	gymnastics
6	art, music, storytelling, puppetry, etc.
2	library programs
1	supervised playfields

7. In your opinion, which of the following should be covered by licensing requirements: fire and safety; health and sanitation; staff training, qualifications; group size/staff-to-child ratio; facilities; none; other

"Other" responses:

8	curriculum, equipment, materials, room arrangement
7	nutrition, food program
4	discipline, behavior management
4	staff training, qualifications (e.g., first aid training, ability to cope, no criminal record, attitude toward children)

10. If there were voluntary certification for early childhood education staff, would you want your staff to be certified? Yes___ No___ Comments__________

I. 18 - emphatic "yes"
  3 - should be mandatory
  3 - should be voluntary
  12 - yes if/but:
    yes, but some of my best staff have been uncertified (1)
    yes, but don't need it to love children (1)
    yes, if training were readily available (1)
    yes, but I'd have a hard time getting it (1)
    yes, depending on how and why certification were done (1)
    yes, if Montessori courses are included (6)
    yes, if for special education (1)

II. Criteria for certification: 9 comments
  depends on material covered (1)
  should be based on experience as well as education (1)
  past experience and education should count (1)
  should include getting along with children (1)
  experience and personality count most (1)
  experience is most important (1)
  experience, demonstrated competency are important (1)
  depends on criteria for certification (2)

III. Concerns regarding implementation: 16 comments
  best way is for state to offer classes at centers (1)
  should not be bureaucratic (1)
  I train my own staff (1)
  should be in-house, free (1)
  more courses should be offered in evening (1)
  should be free or inexpensive training (2)
  training takes time (1)
  should be handled by private agency recognized by the state (1)
  should not be required for those who already have degree or training (3)
  we have on-the-job training (3)
  staff should have in-service training (1)

IV. Exceptions to credentialling: 15 comments
  it isn't necessary for home day care (1)
  day care isn't teaching (1)
  not always necessary (1)
  only for day care facilities with more than 6 children (1)
  for head teachers only (1)
  not for me - just a babysitting service (1)
  only for some staff (1)
  not for me - I'm only a day care mother (1)
  not for me - I only serve 3 children (1)
  not for care provided in own home (1)
  not for work-study staff (1)
  not for parent cooperative preschool parents (4)

V. Comments on CDA: 7 comments
  staff is working on CDA (2)
  state should adopt CDA standards (1)
  CDA is not very available (1)
  CDA is not highly regarded (1)

CDA at work site is effective (1)
CDA is excellent (1)

VI. Negative comments regarding voluntary certification: 9 comments
voluntary becomes mandatory (1)
experience and love count most (1)
experience and personal attributes count most (1)
experience is most important (1)
certification makes no difference (1)
certification doesn't mean person cares about kids (1)
certification has no advantages, is impractical, isn't necessary (3)

VII. Other responses:
6 - not sure
2 - don't understand the issue

11. Please number each of the goals below:
multicultural awareness; religious values or beliefs; thinking and learning skills; develop positive self-concept; remedial or therapeutic services; care for child; bilingual instruction; develop independence, self-reliance; other

Almost all comments written by respondents who checked "other" fit into one of the choices offered on the survey form. The following two "other" categories of comments should be noted: 10 - loving, warm environment
6 - parent support and/or education

13. Check all services provided at your site: referral to social service agencies; parent education; home visits; transportation; snacks; hearing screening; meals; health screening; immunizations; vision screening; other

"Other"services specified:
11 - speech
9 - dental
7 - vision
7 - referral
6 - health
5 - hearing
5 - mental health screening, counseling
5 - school readiness, skill assessment
5 - developmental screening
3 - occupational therapy
2 - physical therapy
1 - nutrition screening

11 - parent education, conferences
3 - home visits
3 - financial aid
2 - nurse
2 - nutrition education
1 - insurance

4 - love, teaching, care
9 - gymnastics, music, dance, swim lessons, field trips, etc.
2 - training for high school students

14. c. If you use any formal assessment instrument(s) or procedure(s) with 3- and 4-year-olds, please specify:

15 - Denver Developmental Screening Test
12 - self-developed form or procedure
8 - Gesell
6 - Preschool Profile
6 - form devised by agency, director or teacher
4 - Portage
4 - Brigance
3 - Santa Clara
3 - Peabody
3 - Milani Comparetti
3 - Montessori
2 - Head Start
2 - from vocational-technical institute
2 - Carolina
2 - DIAL

Over 30 other instruments were mentioned once each.

15. a. Do you serve any 3- or 4-year-old children with special needs: gifted; physically handicapped; learning disabled; mentally retarded; emotionally disturbed; do not serve any 3- or 4-year-olds with special needs; other (please specify)

"Other" Comments Specified:
15 - speech/language/communication disorders
6 - deaf/hearing impaired
5 - developmentally delayed
3 - visually handicapped
2 - learning disabled
2 - physically handicapped
2 - cerebral palsy
1 - sensory handicapped
1 - hydrocephalic
1 - epileptic
1 - diabetic
1 - allergic

9 - family problems, single parent family child, divorce trauma
3 - emotionally disturbed
3 - disadvantaged
3 - hyperactive
2 - gifted

5 - non-English speaking
4 - every child has special needs
2 - we refer children with special needs

13 - we are not serving any children with special needs at this time

15. b. If 3- or 4-year-olds with special needs are served at your site, which special services are provided to them? Please specify__________

42 - individualization of care or instruction; special love and encouragement
27 - referral to other agencies or specialists
13 - referral to school district or educational service district services

15 - speech therapy
8 - occupational therapy
7 - physical therapy
6 - psychological screening

20. In your work with 3- and 4-year-olds are parents asked to (check all that apply): come to meetings; set policy, assist in hiring staff; assist in classroom activities; make or maintain facilities or materials; fundraising; none of the above; other (please specify)

"Other" Responses Specified:
25 - assist on field trips
2 - transportation
21 - administration (e.g., serve on Board - set budget, pay bills; handle registration; serve on committees)
16 - general comments (e.g., "all on a voluntary basis", "we plan to expand parent participation activities", etc.)
10 - snacks
9 - assist the teacher/plan activities
8 - observation, parent education, conferences with teacher
6 - home follow through on learning activities presented at child's program

21. What are your most important concerns in achieving or maintaining quality services for children (check all that apply): time for planning; stable funding; qualified staff; resources for staff training; low staff turnover; parent support and involvement; knowledge of resources; community involvement and recognition; other (please specify)

"Other" Responses Specified:
I. Funding
 1 - stable funding
 1 - continued community college funding
 1 - adequate funding
 1 - church funding for the program
 1 - continuation of USDA food program
 1 - prompt payment by parents

II. Facilities
 3 - attractive, safe, well equipped facilities
 1 - zoning for facilities in residential areas

III. Staff
 1 - more staff
 3 - low child:staff ratio
 2 - caring staff
 1 - staff development program
 1 - higher reacher pay
 3 - qualified staff

IV. Support
  2 - church support
  1 - community awareness
  1 - state commitment to 3- and 4-year-olds

V. Parents
  4 - communication between staff and parents
  4 - parent education
  3 - parent interest
  2 - parent participation
  1 - consumer education

VI. Other
  4 - healthy, loving care
  2 - all of the above (on survey form)

22. Funding sources: Approximately what percent of your funds come from: % sponsoring agency; % tuition, parent fees; % additional federal or state monies; % local monies; % other (please specify)

"Other" Responses Specified:
30 - federal or state food programs
25 - fundraising
18 - parent tuition
11 - DSHS, WIN, welfare, Developmental Disabilities

In-Kind
24 - parent education instructor/teacher provided by vocational-technical institute or community college
16 - rent free or reduced/ utilities paid by sponsoring agency

Sponsoring agencies specified:
29 - vocational-technical institute
7 - school district
7 - church
1 - Indian reservation
1 - community action center
1 - hospital
7 - Northwest Recreation District

27. Indicate the number of 3- and 4-year-olds in each category below: Black; White; Asian; Recent Asian Immigrant; Hispanic; Pacific Islander; Native American, Aleut or Eskimo; Other (please specify)

"Other" Responses Specified:
5 - mixed race
5 - Black/White
2 - Asian/Black
1 - half Indian
1 - Chicano/White

(numbers refer to number of comments and not the number of children in the various categories mentioned)

7 - Middle Eastern
4 - Indian
3 - Pakistani
2 - European
1 each - South American, African, Spanish, British, Norwegian, American
5 - varies

WORKSHOP SUMMARY

Washington Association for the Education of Young Children

A two hour workshop was structured for professional input and implemented by project staff for over twenty five participants attending the WAEYC annual conference held in Olympia on October 29th - 31st. An outline of three separate group discussions and conclusions follows:

Group I

1) Problem Identification - How do parents define their needs and locate programs (match of parents and programs)?

1) Solution
Diversity of mechanisms of information and referral (telephone, bulletin boards in public places, county directories, cooperative extension services, community colleges, day care referral services, public school districts or elementary school councils. ECE coordinator could refer parents to provider associations for assistance.

2) Problem
How to establish programs to fill unmet parent needs --how to assess the extent of unmet needs.

2) Solution
ECE Coordinator at county or local level to assist parents and assess local needs. With publicized phone number.

3) Problem
Coordination of location with transportation to EC services

3) Solution
Satellite classrooms; locate services near public school or other sites where there are classes for children (parks dept. facilities)

4) Problem Identification
Flexibility of programs to meet changing parent needs.

4) Solution
ECE coordinator could conduct seminars on finding quality care.

5) Problem
Duplication of services

5) Solution
ECE at local level (see above). Help keep records on types of services needed.

6) Problem ID
Developing standards for different types of services.

6) Solution

7) Problem ID
Funds for salary of ECE coordinator.

7) Solution
Tap into existing resources (county extension services, WAEYC, Action Alliance for children, community colleges, Voc-techs, etc.)

Group II

Problem Identification

Expense in delivery of childcare service to parents.
(6) High cost of leased space
- job stability as public schools become more involved in preschools
- will preschools become a sealed-down public school
- "conferred/status approval" if daycare/preschool is located in public school.

Solution - More government support for leasing of space by daycare/preschool as a cost-effective project.

(3) Problem Identification

Varied skill level of preschool teachers
Problem of difficulty in identifying quality program.
Problem of solution and expectations being inter-related.
Matching parent need and service delivery
Difficulty of programs communicating real program goals to parents.

Solution

Educate parents and persons to idea of existing centers, criteria of a quality program publicizing of standards through broad approval -- lend lease programs in communities by government -- community home/day care.

Group III

Public School Interaction Early Childhood Education

Problem Identification

Lack of leadership from public schools
School districts track record of low parent involvement.
Attitude and behavior differences between preschool and public school.
Who will staff preschools in public school?
RIFed teachers with different comptetencies? Differing expectations.
Lack of confidence in public schools
Feeling of "closedness" with kindergartens

#5 & #6 Solutions

Provide information to school administrators
Kindergartens may provide access to higher administration
Locate the legal and informal power groups
Assume a "learn from each other" position
Show legislators the validity of preschool education thru' parent support and parent education
Have elementary teachers observe preschool classrooms with specific focus and time (pre-observation and post-observation sessions)
Also link via the curriculum, specifically language (Needs assessment, Roles, Structure, Materials.)

July 20, 1981

BUSINESS

The Bottom Line

By Nancy Way
J-A Business and Real Estate Editor

ENI to include day care

When ENI's new corporate headquarters building in downtown Bellevue is completed this winter, it will include a day-care center for employees' children — a probable first in the state, and perhaps even a first of sorts in the nation.

Rene Burke, ENI's construction coordinator, sa
she knows of no other company in the state tha
an on-site day-care facility for its employee
major factor in ENI's decision to include
facility in plans for its new building, a
Burke, was chairman of the board
belief in the importance of good
and especially facilities wher
can have contact. Alhadeff
who often visit at the off
age of ENI employee
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Chicanos out to save child car

FI 9/16

By Rose Simmons
P-I Reporter

Leaders of
Seattle Chic
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A Bellevue day
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federal investigator say
says she can't do anythin
it.

Patti Hunter, a National L
Relations Board attorney
Wednesday a charge
Early World day-car
unfair labor pract
tossed out follow
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enough to warrant fed
Hunter said that if s
able to complete the case,
lieves Early World would
been found in violation of the
Act which p
rights to se

budget cuts

State to lose $430 million in federal funds

OLYMPIA (AP) — Gov. John Spellman said Tuesday the new Reagan budget cuts will hit Washington state to the tune of at least $430 million.

But he said he doesn't plan to ask the Legislature to supply the extra cash — or to raise general taxes next year.

"We're not in a state of panic," Spellman told the AP. "We've tried to anticipate it. It's nec
sary, bitter med

is leaving it to the individual agencies to decide which needs are most imperative and which can stand cuts.

Part of the story Spellman plans to share with the rest of the governors on Sunday is how Washington state set up special "teams" earlier this year to keep on top of the pending budget cuts.

He

White House and Congress aware of how the potential budget language might affect the state.

And a "DSHS task force" was formed to anticipate the impacts of federal budget cuts on welfare and other human services.

Two of Spellm

gets welfare and other social services, the error rate will go up.

The federal government must not punish states for error rates going up during this per
said.

To impose a "maintenance of effort requirement" for certain programs would remove that flexibility, he said.

A point Spellman made
k grants should go to
than to local gov

Child-care center workers fighting to be treated as professionals

cause it is a benefit valued by employe
result in better recruitment and rete
increase productivity.

Her advocacy of child care isn
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Fired day-care workers fighting

But Early World owner Sue Weiner says that if she were to offer all that, she'd have to raise rates. She says that would destroy her business.

And although Early World workers typically are hired at $3.10 an hour, they quickly advance to the ceiling of $4.25, she says. In addition, the day-care workers receive free child care at an average value of $192 per month per child.

Weiner says that makes the effective salary much higher. But in two years at Early World, Crawford's salary went from $3.10 to $3.41 per hour. And although her son Kyle was enrolled there for free, that "income" was not declarable for tax purposes.

Another of the fired women, 24-year-old Patti
ham, earned a salary of $4.25 an hour. She
orked at Early World on and off for five
had been temporary director.

SAYS SHE refused to meet with her
receiving their July 2 letter be
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Garcia

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think the parents have
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If the parents' money do

Bellevue preschool, day-care sign-ups

The Bellevue School District is accepting preliminary registration for its new preschool and day-care programs, which are scheduled to begin Feb. 1.

Children 3 years old and older will be accepted.

The preschool will be at Phantom Lake Elementary at 1050 160th Ave. SE. Two sessions will be offered, one from 9 to 11:30 a.m. and a second session from 12:30 to 3 p.m. Twenty children will be accepted for each session.

Tuition will be $95 per month.

Preschool students also will have the option of enrolling in the Phantom Lake day-care program. Tuition for both day care and preschool will be $250 per month.

Day care will be offered from 7 a.m. to 6 p.m. weekdays at Phantom Lake and Eastgate elementaries. The monthly tuition will be $198.

The day-care program also will provide before- and after-school care for students in kindergarten through grade six. For kindergarten students, the tuition will be $150. For students in grades one through six the charge will be $100.

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expected to be down by 458 more "full-time equiva
lents" than predicted at the beginning of the scho

Child-care center

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New U.S. rules to slash child aid

VI. MODEL PROGRAMS/PROMISING PRACTICES

Definition:

For the purpose of this study, the distinction between exemplary programs and promising practices is one of conferred recognition by an authorized agency or organization. Exemplary programs will have been externally validated against well-defined criteria and been formally designated as a validated or model program. Promising practices is the terminology applied to innovative services and approaches having merit as workable replicable solutions to needs that exist in the early childhood field. Inclusion as a promising practice does not imply appraisal of performance but is, instead, recognition of the concept exemplified.

Exemplary Programs

There are two external validation mechanisms in place in Washington State applicable to exemplary programs in early education. One is a state validation process currently supported by Title IVC administrative funds through the Office of the Superintendent of Public Instruction. This process utilizes teams of experienced educators to judge the merits of nominated programs. State validated programs must: 1) respond to critical educational needs in the state; 2) evidence quality curriculum, materials, a management plan, and installation guides to facilitate replication; and 3) provide convincing evidence that the program or practice works.

There is also a federal validation process. The term "exemplary" is conferred on those projects reviewed and approved by the Joint Dissemination Review Panel of the Department of Education. This panel examines the evidence presented for learner outcomes in terms of cognitive and affective gains. Positive endorsement of a project's claims of effectiveness by a majority of those attending panel members constitutes approval. Comprehensive descriptions of approved models are published in a catalogue of the National Diffusion Network entitled, Educational Programs that Work.

Developer/Demonstration Sites

Between 1971 and June 1981, 316 programs have been endorsed by the Joint Dissemination Review Panel as exemplary programs. Of those serving children ages three and four, one Bilingual/Migrant model and three Early

Childhood models originated in the State of Washington and, with one exception, continue to function as a training and technical assistance resource to model adoption sites throughout the United States. Two of the Early Childhood models, Communication Programs and Programs for Children with Down Syndrome carry state validation as well as JDRP recognition. The Communication Programs serve classes of young children whose delays and disorders result from a variety of known and unknown etiologies frequently accompanied by other developmental lags or associated handicaps. The Program for Children with Down Syndrome is designed to accelerate and maintain developmental gains of children with Down Syndrome. Both are housed in the Experimental Education Unit of the University of Washington. The third Early Childhood model, Project Home Base, is a product of the Yakima School District. This home visitation program seeks to enhance parental teaching/parenting behavior and thereby influence the development of the child's growth and learning potential. The Yakima Home Base Project is no longer funded for outreach services. The Bilingual/Migrant program, Individualized Bilingual Instruction, is administered by the Pasco School District with project sites at Connell and Moses Lake. Originally used with children whose primary language is Spanish, this comprehensive instructional program for preschool through third grade, has been successfully extended to other languages.

Designated Demonstration Site

There is one JDRP Developer designated Demonstration Site serving four-year-old handicapped children in the state. ESD #121 has been validated by the Portage Project as a Washington Demonstration Site. The Portage Project, developed in Wisconsin, is a teaching program serving multicategorical handicapped children from birth to six years of age.

Contact Persons for Model Programs are:

1. Communication Programs and
2. Downs Syndrome Program

Rebecca F. Fewell, Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, Washington 98195 (206) 543-4011

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3. Individualized Bilingual Instruction

Dianne Barr-Cole, Dissemination Coordinator
Individualized Bilingual Instruction
P.O. Box 2367
Pasco, Washington 99302 (509) 547-8441

4. Project Home Base

Darlene Montz, Diffusion Coordinator
Project Home Base
Yakima Public Schools
104 North 4th Avenue
Yakina, Washington 98902 (509) 575-3295

5. ESD #121 Early Childhood Home Base (Portage Demonstration)

Marsha Shearer, Program Manager
Educational Service District #121
1410 South 200th
Seattle, Washington 98148 (206) 242-9400

PROMISING PRACTICES

The following are innovations in the development, design or provision of early childhood services implemented in the State of Washington and beyond. Sponsors range from school districts to corporations, and the services vary from Backyard Centers, hosted by parents, to a capital gifts demonstration project developed through the joint efforts of public and private agencies and organizations.

Special mention must be made of the extensive Parent Education and Parent Cooperative Preschool Programs, housed in community colleges and vocational-technical institutes throughout the state. These well established and widely accessible programs are held in high esteem by professional educators and enthusiastically cited in parent survey comments and Parent Forum discussions as the most comprehensive and distinctive promising practice in the state. Parent education utilizing a child development laboratory approach has been part of publically funded adult education in Washington since 1941. These participatory programs have served as a national model with Washington continuing to enroll more parents and children in this shared learning experience than any other state despite the widespread adoption of both concept and practice. Classes for parents cover the range of ages and developmental levels of the early childhood years and address a variety of parental circumstances. Innovative training outreach to both centers and family home day care providers fills a community need and furthers the interest of the early childhood community.

International in scope, the parent cooperative preschool has been a pivotal influence in the development of the early childhood field. It has contributed to the growth of professional educators and parents alike. Its strong mode of parent involvement was incorporated into the basic design of the federal Head Start Child Development Program in 1964, and laid the groundwork for heightened parent involvement and paraprofessional inclusion in school practices of the past decade.

Individually and collectively, the parent education and parent cooperative preschool programs implemented in Washington's community colleges and vocational-technical institutes have provided a community responsive, family supportive service of broad scope and commendable quality. A few of the many innovative parent education approaches developed by Home and Family Life Departments will be found in the following pages along with other promising practices sponsored by a range of public and private agencies and organizations.

Promising practices from the State of Washington are grouped under the headings of Parent Education; Coordination and Funding; Support Services; Training; and Program Models. Promising practices from other states, chosen for their relevance to the directions envisioned by the recommendations of this report are grouped under the headings of School District Programs; Parent Programs; Newsletters; Technology; Corporate Involvement; Department of Education Publications; and Interagency Coordination.

PARENT EDUCATION

The "PRIDE" Program - Clark College, Vancouver, Washington

The class "Parents Receiving Intensive Developmental Education" (PRIDE) is designed to familiarize parents with the special problems of the mild to moderate mentally retarded child, especially the Down Syndrome child and the diagnostic, treatment and support services available to the child and his or her family. Also of equal importance, the class is designed to introduce the parent to the developmental levels of the normal child so that he or she can work to accelerate and maintain his/her own child's development.

Parents and teacher can begin a partnership as early as the day the baby is born. An initial visit, while the mother is still hospitalized, can be arranged. The teacher and a parent who recently has had to make the same adjustments will be paired with the new parents. Upon request a new parent may be visited by the teacher, a parent or a whole family.

The parents and infants as young as five weeks of age participate in the program one day a week. During the 30 - 40 minute session the baby's weekly progress is assessed in terms of normal growth. Areas in which the child exhibits a lag or deficit are noted. The teacher helps the mother set weekly developmental goals. Exercise and training procedures are then demonstrated and the parents are instructed in how to continue the program at home.

The PRIDE preschool program emphasizes a continuation of parent education. Each parent participates in the preschool one to three days a week and receives training in techniques of child management, stimulation of language and cognitive development, teaching self-help skills and data taking.

Contact: Clark College
1800 East McLaughlin Blvd.
Vancouver, Washington
(206) 694-6521

A Supportive Class for Single and/or Working Parents - Clark College, Vancouver, WA.

The Parent Education Department of Clark College offers a supportive class for single or working parents and their preschool children. The class meets Tuesday evenings from 6 to 8 p.m. with an evening meal provided. Children have the opportunity for language activities, science, group time, fingerplays and songs and outside activities. Parents are provided a support group, problem solving climate, information about child development and nutrition education and parenting in general and in unique problems facing the single and/or working parent.

Contact: Clark College
1800 East McLaughlin Blvd.
Vancouver, Washington
(206) 694-6521

Parent's Line - Seattle Central Community College

A Parent's Line (587-KIDS) is staffed and sponsored by Seattle Central Community College Parent Education Programs. This telephone "warm line" provides callers with information regarding any questions or concerns they might have about their children. The telephone line is staffed from Monday through Friday, 1 p.m. to 2 p.m. and is equipped with a TTY (teletypewriter) so that hearing impaired or deaf parents may utilize the service. As far as it is known, there is no other similar service for deaf families. The program was initiated in April 1980 and is funded by Federal subpart 5 monies administered through the State Vocational Office. Staff of this project can refer callers to community resources, publications or other information and referral services; they also offer practical advice, support and a listening ear for common concerns in child development. The Parent's Line staffpersons are Washington State Vocationally Certified Parent Education Instructors.

Contact: Parent's Line
Seattle Central Community College

Seattle Parent Teacher Student Association - North Seattle Community College

The citywide Parent Teacher Student Association of the Seattle Public Schools, in conjunction with North Seattle Community College, has implemented a training program for volunteers who agree to provide parent education workshops for others in return. North Seattle Community College provided an initial training session familiarizing twenty volunteers with the STEP (Systematic Training for Effective Parenting) Program. The 20 volunteers, supported by weekly follow up consultations, will utilize the STEP Program as workshop leaders. Once trained, a volunteer is required to provide a minimum of one workshop for a group of parents in a setting of their choice.

Contact: Lucy Charnley
North Seattle Community College
Home and Family Education Division
9600 College Way North
Seattle, Washington 98103
(206) 634-4477

COORDINATION AND FUNDING

Day Care Referral Project - King County Crisis Clinic

The King County Day Care Referral Service, operated by Washington State Department of Social and Health Services (DSHS), will be eliminated after 1981 due to state budget reductions. An estimated 10,000 families per year have relied on this service to find adequate day care located in their geographic area.

A cooperative effort by the private and public sectors will enable the Day Care Referral Service to be transferred from DSHS to the Crisis Clinic, a voluntary, non-profit agency. The Council of Planning Affiliates is coordinating the transfer, with leadership and assistance from Seattle First National Bank. Funding for the service will be provided by private sector corporations, United Way and King County Women's Programs.

At the Crisis Clinic, the Day Care Referral Line will be operated by volunteers trained in day care resources and telephone skills. Day care resource information will be computerized for easy access, data collection, planning and reporting. Phoneworkers will be able to access information by geographic area, special populations served, and name of agency/provider.

Contact: Crisis Clinic

Eastside Coordinating Committee

Noting that the biggest problem in helping abused children was lack of coordination among agencies and individuals wanting to provide assistance, an advisory panel to the Regional Office of the Department of Social and Health Services two years ago recommended formation of a county-wide network to "become a coordinating net" among these groups for improved service. The Eastside Coordinating Committee has been a particularly effective body. In an 8 month period, it has located a dozen Eastside physicians willing to donate their time to give medical care for children who have been abused; helped develop a protocol with doctors at Evergreen General Hospital to identify signs of child abuse and to learn what to do about it; established a fund for providing unsubsidized needs for foster children -- such as joining Boy Scouts or taking piano lessons --assisting the victims of child abuse to lead as normal as possible lives with foster parents until they can return to their parental homes; and organized informational meetings for clergy and training sessions for day care workers. Social workers and psychologists are being asked to donate their services, in the same way the physicians formed a rotating on-call pool.

Source: Journal American
Contact: Pam Fortin, Day Spring Association
(206) 282-7304

Feasibility Study - Pacific Lutheran University

The findings of a Community Needs Assessment Project (CNAP) sponsored by the Pierce County Community Development Office in 1980 have stimulated a feasibility study of a Family and Children Services Center at Pacific Lutheran University. Statistically there were more than 2,000 households headed by females in a limited area of Pierce County (Parkland and Spanaway). Extrapolating from the data, there appear to be more than 800 or more children in the age group requiring child care. Survey workers reported frequent complaints about the lack of quality child care in the area, and a high percentage of single parents citing child care need as a barrier to

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employment and continuing education. The proposed Family and Child Services Center is conceived as providing: 1) facilities for child care; 2) clinics for family and individual therapy, including facilities for supervision, teaching and research; 3) space for tenant agencies delivering related family services; 4) classrooms for courses related to these programs; and 5) offices for staff and faculty.

Contact: Lael Zylstra
Feasibility Study, Pacific Lutheran University
Tacoma, Washington 98447

Tacoma Public Schools

Under an Early Prevention of School Failure adoption grant, this new coordination model brings together the Tacoma School District, L.H. Bates Vocational-Technical Institute and the Tacoma Health Department to provide services to 180 kindergarten children and 100 4-year-old children from parent preschool cooperatives supervised by Bates Voc.-Tech. staff. Staffing includes a Bates community health nurse and a Public Health Department social worker supplementing a school district reading teacher, physical education specialist, a communication disorder specialist and a psychologist. The program consists of screening the children, drawing up profiles on each child as a result of the screening and then placing the children in various program modalities allowing advance planning for the four-year-olds entering kindergarten in the following year.

Contact: Bill Cassidy
Tacoma Public Schools
P.O. Box 1357
Tacoma, Washington 98401
(206) 593-6952

Capital Gifts Program - Tiny Tots Day Care Center

Relocation and renovation of a used double portable unit to house a nonprofit day care center for low income children was made possible through a community involvement project. This capital gifts demonstration project was implemented through the joint efforts of Van Asselt Tiny Tots Day Care, Holy Temple Church of God, the Seattle Department of Human Resources and the Department of Social and Health Services. Donors to the project included Boeing, Seattle Foundation, Rainier Bank, All State Insurance, Seattle First National Bank, Skinner Youth Trust, Simpson Reed Fund, IBM, Pacific Northwest Bell and the United States Department of Agriculture.

Contact: Evelyn Chapman
Seattle Department of Human Resources
400 Yesler Way
Seattle, Washington 98104
(206) 625-4781

Seattle Division of Family, Women and Children's Services - Seattle Public Schools

The Seattle Division of Family, Women and Children's Services contracts with Seattle Public Schools to provide the services of a Preschool Education Specialist to provide in-service staff training in its contracted day care kindergartens in Seattle Public Schools.

Contact: Evelyn Chapman
Seattle Department of Human Resources
400 Yesler Way
Seattle, Washington 98104
(206) 625-4781

Yakima Valley Memorial Hospital - Yakima Valley Community College Department of Family Life

An informal arrangement between the Yakima Valley Memorial Hospital and the Yakima Valley Community College Department of Family Life began in the development of the hospital's day care center and continues to provide support and direction for the center. The Family Life Department, initially contacted to help in identifying quality components of a child care center, continues to provide input and parent education sessions.

The day care center is open to children of all hospital employees and operates 16 hours per day (two working shifts), seven days per week, with the possibility of offering 24 hour care. Over 100 families currently use the center and enrollment has reached 25 to 30 children per day, ages 2½ - 6, with after school care available for older siblings.

Contact: Yakima Valley Memorial Hospital
2811 Titon Drive
Yakima, Washington
(509) 575-8000

SUPPORT SERVICES

King County Library

A group of children's librarians from the King County library system have developed directories of child care services and private preschools in their area. One copy is kept for reference; other copies are available for circulation. Parents are able to check out the directories and make telephone contacts at home. A standardized form is used that includes program description, goals, hours, costs, etc. Directors update the form annually. Librarians make additions each year by publicizing the directory in local newspapers, screening the yellow pages, and word of mouth referrals.

Contact: King County Library
300 - 8th North
Seattle, Washington
(206) 344-7465

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King County Library's Traveling Library Center - King County Public Library

In March, 1981, the King County Library system's Traveling Library Center, a well-equipped van, added day care centers to the stops made previously to housebound people, retirement centers and nursing homes. The librarian visits the center on a regular basis, telling stories to the children and introducing flannel boards and puppets to broaden the children's literature and its presentation.

Contact: King County Library
300 - 8th North
Seattle, Washington
(206) 344-7465

Resource Center and Job Bank - Seattle Central Community College

This organization teaches parents, grandparents, librarians and early childhood providers to use recycled and inexpensive materials to make puzzles and educational toys. The Resource Center receives material donations from businesses and does not charge for their use. There are fees for the use of some supplies the center must purchase. Power tools of all types are available. All finished projects can be taken home.

The Resource Center also maintains a centralized clearinghouse for jobs in early childhood, including job referrals for interested applicants, and lists of prospective employers. As an outgrowth of the Job Bank, Seattle Child Care Resource Center has also developed a list of people willing to work as substitutes in day care centers and homes.

The Resource Center acts as a facilitator for Job Bank and substitute teacher referrals, and does not make recommendations of applicants for job openings.

Contact: Seattle Central Community College
1701 Broadway
Seattle, Washington
(206) 587-4149

TRAINING

WETNET Training - University of Washington Head Start Training Office

The University of Washington Head Start Training Office is utilizing the Washington Educational Teleconference Network (WETNET) to broadcast a series of lecture/discussion sessions for the education staff of Head Start agencies throughout the state. This interactive audio system will enable Head Start staff in a variety of locations to listen to the information presented by the instructor and interact with both the instructor and participants at other sites in follow-up discussions. Credit may be arranged.

Contact: Wayne Reinhardt
Head Start Training
411 Hall Health Center, GS-15
University of Washington
Seattle, Washington 98195
(206) 543-9414

Cooperative Training Model

A unique child care training plan has been developed through the cooperation of the Department of Social and Health Services, Edmonds Community College, and the South Snohomish County Home Day Care Providers Association. The plan is a combination of the CDA credentialing system and the Family Life Parent Cooperative Model. The training is Title XX grant funded and is credit based.

Following the parent cooperative model, providers participate one morning each week in a preschool setting with the children in their care under the supervision of a Family Life Education Instructor from Edmonds Community College. Those providers wishing to apply for CDA credentialing are observed at least three times by an Early Childhood Education trainer who later confers with them and helps them to develop a training plan. In addition, the providers attend a portfolio preparation class in which they address the functional areas described in the CDA credentialing system. When the provider decides that all competencies have been achieved, the CDA credentialing agency (currently Bank Street College) is contacted and an appointment for assessment arranged. Award of the CDA credential is equivalent to 45 credits at Edmonds Community College.

This plan for training of Home Day Care Providers takes into consideration the long hours of the child care provider and allows for a major portion of the training to take place in a setting with their children present.

Contact: Sally Taylor
Edmonds Community College
Early Childhood Education
20000 - 68th West
Lynnwood, Washington 98036
(206) 771-1615

Mobile Resource Program - Seattle Day Nursery

Established in 1975, the mobile center operates three two-member teams which visit home-care providers in King, Snohomish and Northern Pierce counties. Staff, all of whom have been home day care providers, provide training as well as drive the vans. Each team visits the same 30 providers every two weeks for 40 weeks. One confers with the provider during each 1½ hour visit while the other teaches and plays with the children.

A wide range of subjects dealing with early childhood education are discussed, and a new set of resource materials is left at each visit. Two weeks later, the material is returned to the team.

Providers must offer or be willing to care for state-assisted low income or single parent families.

Contact: Seattle Day Nursery
302 Broadway
Seattle, Washington
(206) 624-6477

Home Day Care Cooperative Preschool, North Seattle Community College

North Seattle Community College operates a preschool designed especially for home day care providers and the children they care for. Parents of the children serve as officers and support the group, providers attend the sessions with the children and serve as assistant teachers. Both parents and day care providers enroll in a parent education class which meets monthly in the evenings. Child care is provided.

The experience enhances and expands the child's learning environment, provides new playmates and interaction with other adults. It offers a wide range of materials and equipment to use in the preschool setting.

The parent education opportunities include:

-evening sessions with the instructor and children's teachers to share concerns and individual goals
-speakers on areas of interest to parents
-videotape "movies" to bring the child's day at school to parents
-informational materials such as pamphlets and articles helpful to parents
-an opportunity to share feelings, ideas and problems with others who understand

The preschool offers day care providers an opportunity to earn credit toward a degree in Early Childhood Education, educational resources, new ideas in action, equipment and a physical setting to supplement home resources, along with access to a toy lending library.

Contact: Home and Family Education
North Seattle Community College
9600 College Way North
Seattle, Washington 98103
(206) 643-4477

Day Care Advisory Program - Vocational-Technical Institutes

The Day Care Advisory Program, unique to the vocational-technical institutes in this state, represents a co-operative effort between a vocational-technical institute and participating licensed children's day care centers in their area. Each center is visited weekly by an advisor. The purpose is to assist centers in providing quality education and care for children, ongoing staff training and parent education and involvement. The advisor works within the framework of each center's particular program and philosophy and assists in providing an environment conducive to social, emotional, intellectual and physical growth. This may include curriculum planning, observation and evaluation of individual children, annual hearing and vision screening, information about local services and resources. An individualized in-service program is planned jointly by the center's director and the advisor to upgrade the teaching skills of staff through on site instruction, educational materials and handouts, demonstration teaching and administrative assistance. Each participating day care center is encouraged and assisted in maintaining a flexible parent education program. Bates, Clover Park, and Renton Vocational-Technical Institutes are known to have variations of this on site training program. (Write up from the Bates brochure.)

Contact: Community Vocational-Technical Institutes

PROGRAM MODELS - CHURCH

The Children's Place - First Covenant Church of Seattle

This preschool program is operated in a storefront that is owned by the First Covenant Church and has been renovated totally by donated labor of church members. It is open two hours on Tuesday, Thursday and Sunday, staffed by church volunteers, and coordinated by the Coordinator of Christian Education.

The Children's Place functions as a neighborhood drop-in center, as many of the children live in apartment buildings where it is difficult to meet other children and where physical space is limited. Older children (elementary age) are also allowed because many walk younger siblings or friends to the center. Services are free. There is an area for parents to meet over a cup of coffee, exchange ideas, and also a used clothing exchange. The director sees a real need for parents in the community who are isolated from each other because of apartment living to have a place to come together. Most children who frequent the center are from single parent families.

Contact: First Covenant Church
1500 Bellevue
Seattle, Washington
(206) 322-7411

PROGRAM MODELS - CORPORATE

ENI - Bellevue, Washington

ENI Corporate headquarters building in Bellevue will include onsite day care facilities for employees' children. The day care center will be in a department of the company and ENI hopes that it will be financially self-supporting. Decisions on whether fees will be on a sliding scale or whether there will be company subsidies have not yet been made.

Contact: ENI Corporation
1417 - 110th NE
Bellevue, Washington
(206) 453-7000

PROGRAM MODELS - PARENT OPERATED

Little Bridge Preschool

This preschool started with funding from a church mission outreach with the intent of providing an educational and multi-racial experience for enrolled children. Parents have now picked up costs to continue this program.

Contact: Sharon Young, Director
Little Bridge Preschool
502 South Satas Ave.
Wapato, Washington 98951

PROGRAM MODELS - SCHOOL DISTRICT

Bug in the Ear Program - Tacoma School District

During the past six years, the Tacoma School District has offered a parent/child interaction improvement project known as "Bug-in-the-Ear" to parents of Head Start and Title I children. Parents participate with their children for a minimum of six consecutive sessions. At each session parents are videotaped in 30 minutes of play with their child behind a one-way mirror.

Following the initial session, parents and staff review the videotape and jointly identify specific goals for improving parent-child interaction and communication. During subsequent video sessions, help in achieving these goals is provided through immediate staff communication with the parent through a wireless ear device (bug in the ear). Discussion follows each play session and a weekly parent meeting is held.

A portable version of this program has been developed for teachers and classrooms. Outreach training by the Bug in the Ear project has encouraged several replication models around the state in Head Start and other programs.

Contact: Tacoma Public Schools
South 8th & Tacoma Ave. South
Tacoma, Washington
(206) 593-6800

PROGRAM MODELS - PRIVATE SCHOOL

Center for the Study of Gifted Preschool Children - Evergreen School for the Gifted

The Northwest Area Foundation awarded a research grant in the amount of $34,041 to the Evergreen School for Gifted Children to improve teaching approaches for the gifted preschool child. The grant will enable the private school to offer teacher training workshops open to public and private schools as well as provide local universities with a laboratory school facility for researchers interested in gifted preschool children.

Contact: Evergreen School for the Gifted (364-2650)
15201 Meridian North
Seattle, Washington

PROGRAM MODELS - HEAD START

PSSST Preschool Screening - Benton Franklin Head Start

PSSST, a program to profile the developmental progress of preschool children by a screening service team, was initiated by Benton Franklin Head Start in the spring of 1980 with the intent of establishing a central community source for information, screening, and ongoing referrals of Tri Cities preschoolers who may need special help before they enter public school. The development of a directory describing support services available to handicapped preschool children is to be another task of the project. Originally staffed by Head Start personnel, the 40 minute screenings are now conducted by volunteers. In addition to individual parents, over 40 area preschools have registered with PSSST for screenings. No advertising has been done since May 31, 1981 due to the demanding response.

Contact: Benton Franklin Head Start
(509) 946-4639
805 Williams, Room 132
Richland, Washington 99352

SCHOOL DISTRICT PROGRAMS

Oklahoma State Pilot Program - State of Oklahoma

The Oklahoma State Department of Education is committed to the expansion of quality early childhood education programs for 4-year-old children within the public schools through voluntary enrollment. The public school is an institution available to all children in the community. With early childhood certificated teachers, a quality early childhood program that involves parents can be provided for 4-year-old children in Oklahoma.

The primary purpose of the Early Childhood Education program is to provide an opportunity for 4-year-olds to have an educational experience that will enhance the child's development and success in learning. The emphasis is on goals of preparation, prevention and program continuity. Early contact and communication between public school personnel and families builds bridges of understanding between home and school that may have a sustained impact on the life of the child.

The following is a list of Oklahoma's early childhood development regulations:

- -A child must be age four (4) on or before September 2 of the ensuing school year.
- -The teacher shall hold a valid early childhood certificate.
- -The number of children in a group shall not exceed twenty (20).
- -The adult-child ratio shall not exceed 1:10. Any enrollment that exceeds ten (10) shall require the employment of an aide.
- -A school day for a child shall consist of not less than two and one-half (2½) hours per session. A child may attend less than the two and one-half (2½) hours a day the first five (5) days. The program shall be designed to include four (4) teaching sessions for the students and one (1) session for implementing the parent program.
- -The early childhood curriculum shall be designed for 4-year-olds that is appropriate for their developmental level.
- -The program shall establish a definite plan for implementing the parent program to support the child's education experience.
- -A process to provide continuity between the early childhood program and the kindergarten program shall be established.
- -The classroom shall be equipped with movable furniture of correct size.
- -Adequate materials and supplies shall be made available in sufficient quantities.
- -The restroom facilities should be adequate to accommodate 4-year-old children.
- -The playground area must be accessible and safe.
- -The children in the early childhood project shall not be included in the average daily attendance count.

Source: Oklahoma State Department of Education
Contact: Oklahoma Department of Education, Early Childhood Programs
2500 North Lincoln
Oklahoma City, Oklahoma 73105
(405) 521-3607

St. Louis Park, Minnesota Public Schools - State of Minnesota

In St. Louis Park, Minnesota school board members and administrators have developed and implemented a comprehensive series of programs that focus on the needs of working parents and their children. Besides a total-service day care program for preschoolers and an equally comprehensive "extended school day" program for elementary-age students (both programs operate year-round from 7 a.m. until 6 p.m.), the St. Louis Park system -- through its community education department -- provides a cooperative preschool for youngsters between the ages of two and five, a "drop-in" day care service for parents who need a place to leave their infants and toddlers for a few hours, and a unique program called Time Out, which offers both parents and toddlers time to spend with their peers.

Salaries for program coordinators, teachers and teacher aides in St. Louis Park come from sliding scale tuitions and the district's community education budget. (In Minnesota, community education funds are available-- on a matching basis -- to local governments.

Source: The American School Board Journal, October, 1981

PARENT PROGRAMS

Parents' Resource Center - State of Montana

The Parents' Resource Center is one of a group of interconnected programs directed by the Gallatin Council, a nonprofit community service organization. The Parents' Resource Center works closely with others in the network and with local churches to support parents.

Parent volunteers do much of the work within the center, and new programs are constantly being developed in response to parents' requests. The most popular of the regularly scheduled low-fee, drop-in courses have concerned normal child growth and development, communication, and positive discipline. Parents seek information on reasonable expectations for a young child, and they look for assistance in communicating with their children.

A relatively new program, led by male pediatrician volunteers on Saturday mornings, brings fathers together with their infants and/or preschool children for activities and discussion. Beginning with a session titled, "From Manhood to Fatherhood," the series has been well-attended.

The center has no full-time paid staff members, and depends on donated time of a paid part-time staff and volunteers to serve over 1,000 participants per year on a budget of only $8,000 (for fiscal year 1980). As external funding is being withdrawn, the center is working to make its programs self-supporting.

Source: Promising Practices: Reaching Out to Families, U.S. Dept. of Health and Human Services

Contact: Helen Lineberger
15 South Tracy
Bozeman, Montana 59715
(406) 587-1238

Drop-In Center - State of New York

This parent-run cooperative provides up to 3 hours of child care at a time on a drop-in basis for anyone in the community. Member families receive free care in proportion to the hours they work. The one paid staff member, an experienced early childhood educator, coordinates the work of the constantly changing group of parents and student volunteers who staff the center. Located in The Greater Ithaca Community Center, where other activities generally begin after the drop-in center closes, the program uses a gym, a kitchen, and an arts and crafts room, as well as nearby community facilities such as the public library.

The number of children served at any one time varies from eight to 35 or more, depending on parents' needs. Parents are asked whenever possible to sign up for care in advance so that staffing needs can be anticipated. An adult-child ratio of 5 to 1 (or less, when the population is younger) is maintained through calling nearby emergency volunteers when needed and turning away additional children when a sufficient number of adults will not be present.

The center, founded in 1970, currently has 24 member-families, including a number of single parents. Space is donated, so the only major expense is the salary of the director/teacher.

Source: Promising Practices: Reaching Out to Families, U.S. Dept. of Health and Human Services
Contact: Mimi Granger, Director
318 N. Albany Street
Ithaca, New York
(607) 272-6259

Family Clustering, Inc. - State of New York

The closely involved extended family, once common in this country, is no longer a universally predominant factor in family life. In order to provide a substitute for the support once available within the extended family, one family educator developed the family cluster concept. Churches play an important part in the structure of the program. Family Clusters are now sponsored by schools, family service agencies, and religious congregations of many faiths, throughout the United States and in some other countries.

Family Clustering, Inc., is a family enrichment program. It serves families which are not experiencing a crisis but want to improve family life. The Family Cluster, made up of four to five families, meets once a week for 2 or 3 hours over a 12-week period. Every week a communal meal and recreational period is followed by a discussion of a topic such as family decisionmaking, problem-solving, rulemaking, and communication. Other topics for later sessions are determined by the group.

Even though clusters are usually offered at no charge to the families, every cluster has two trained leaders. Training programs are offered all over the country. In the training programs, trainees have the opportunity to work with actual families in a laboratory training model. A newsletter for Family Cluster leaders helps people share new ideas for working with their groups.

Source: Promising Practices: Reaching Out to Families, U.S. Dept. of Health and Human Services
Contact: Margaret M. Sawin, Ed.D.
P.O. Box 18074
Rochester, New York 14618
(716) 225-9530

NEWSLETTERS

Child Development Newsletter Series - State of Arizona

In 14 Arizona counties, new parents, identified to the County Extension Office by local hospitals, are placed on a mailing list by the child's birth date. For the next five years, they receive at regular intervals a four-to-six page newsletter discussing their child's current age. For the first year, the newsletter arrives monthly; after that, quarterly. Because only information relevant to the parent's present experience is included, the newsletter is more avidly read than it might be if it were more general.

It has taken the program two years to develop the complete series (year 5 is being finished); the first year is also available in Spanish. The series' popularity (the name of the newsletter changes with developmental level: Cradle Crier, Crib Courier, Toddler Tattler, Teddy Bear Telegraph, Fourthwheeler) has been overwhelming, and has necessitated a new policy of requiring families to pay a subscription fee. Over 4,000 families receive the newsletter monthly.

An early evaluation appears to demonstrate that the program has had a significant positive effect on both parents, as seen in terms of their feelings of confidence and their reported parenting behavior.

Source: Promising Practices: Reaching Out to Families, U.S. Dept. of Health and Human Services

Contact: Dr. Shirley O'Brien, Human Development Specialist
Arizona Cooperative Extension Service
University of Arizona
Tucson, Arizona 85721
(602) 626-1703

Solo Parenting - State of Delaware

Single parents often work outside the home as well as carrying the full burden of caring for a household; they have little time or energy for additional demands, but their information needs are as great as those of other parents. They need emotional support for the difficult job that they perform and to hear from others who have creative solutions for some of their special problems. Solo Parenting, a quarterly newsletter, attempts to meet those needs.

The newsletter is written as a series of 15 issues. An idea such as parents' need for social contact is introduced in one issue and further developed in later issues. New subscribers begin with issue #1. Future plans include providing seasonal information in Solo Parenting. Subscribers will receive a customized issue with the current seasonal material and the more general sequenced information from the basic series.

Potential subscribers to the free publication are recruited through radio and TV spots and word-of-mouth. Approximately 200 families are currently served. Direct costs of less than $200 per year for copying and mailing are included in the service's overall materials distribution budget, and about two weeks of staff time per year are needed to update the contents of the newsletter.

Source: Promising Practices: Reaching Out to Families, U.S. Dept. of Health and Human Services

Contact: Dr. Patricia Nelson, Delaware Cooperative Extension Services
University of Delaware, 126 Agricultural Hall
Newark, Delaware 19711
(302) 738-2537

Department of Human Resources: Training Through Telecommunication - State of North Carolina

The North Carolina Department of Human Resources, Day Care Section recently has received a federal grant, entitled, Expanding Human Services Training Resources in North Carolina Through Telecommunication: The Day Care Model, to utilize telecommunication for training day care workers. This project strives to further the dissemination and utilization of existing training materials related to the management and programmatic aspects of human services through telecommunication. Success rests on the accomplishment of four major objectives:

Objective 1:	To select the most effective telecommunication technology, day care training materials, and methods for adapting the training materials to the chosen technology (ies).
Objective 2:	To develop, test, and demonstrate a day care telecommunication model which will be transferred to other agencies and states for human service training.
Objective 3:	To verify the effectiveness and cost savings value of delivering training through telecommunication.
Objective 4:	To institutionalize the use of the model among the universities, community colleges, and state and regional government agencies providing comparable training and education.

These four objectives will be achieved in a three-phase project beginning with Model Development and Testing (18 months), followed by Implementation and Dissemination (6 months), and ending with Transfer (12 to 18 months), the last of which will possibly occur under a continuation grant.

Source: Day Care Section, North Carolina Department of Human Resources
Contact: Rachael Fesmire, Chief, Day Care Division
Department of Human Resources
213 North Salisbury Street
Raleigh, North Carolina 27611
(919) 733-6650

Child Care Information Network - Minneapolis, Minnesota

The Child Care Information Network is a computerized information and referral system for Minneapolis and the surrounding communities in Hennepin County created in response to numerous parent requests for more efficient and up-to-date child care referrals. Members from three non-profit community organizations (the Child Care Resource Center, the Greater Minneapolis Day Care Association and North Suburban Child Care Association) who had already been doing information and referral for their respective areas, began meeting in September 1979 with the goal of creating a

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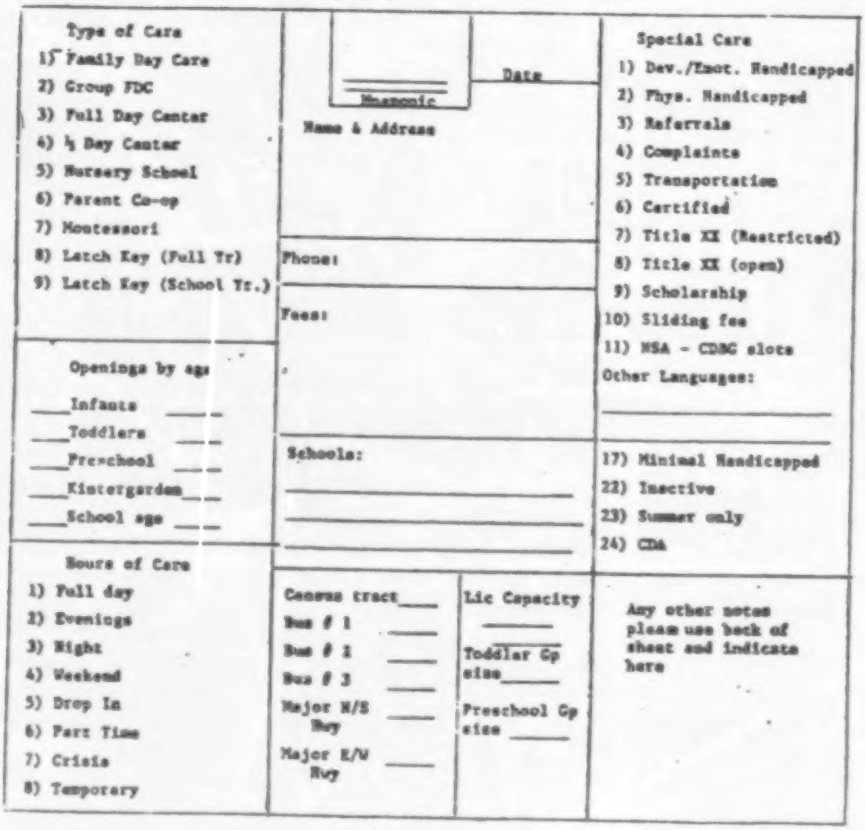
unified county-wide network supplying complete information for parents, child care providers and members of the greater community. CCIN's computerized system, staffed by child care professionals, helps parents locate current openings in nursery schools, parent coops, private centers, family or center-based care, as well as latch key programs. Each participating agency has a self-contained computer system. The decentralized system enables workers to update listings at any of the three sites, and during the evening hours the computers exchange information so that all three contain current compatible listings. In addition referrals can be made from all three locations. The computer program may be purchased.

Source: Organization Brochure
Contact: Heidi Pope
Child Care Information Network
111 East Franklin
Minneapolis, Minnesota 55404



Type of Care
1) Family Day Care
2) Group FDC
3) Full Day Center
4) ½ Day Center
5) Nursery School
6) Parent Co-op
7) Montessori
8) Latch Key (Full Yr)
9) Latch Key (School Yr.)

Openings by age
____Infants ____
____Toddlers ____
____Preschool ____
____Kintergarden____
____School age ____

Hours of Care
1) Full day
2) Evenings
3) Night
4) Weekend
5) Drop In
6) Part Time
7) Crisis
8) Temporary

Mnemonic

Date

Name & Address

Phone:

Fees:

Schools:

Census tract____
Bus # 1 ____
Bus # 2 ____
Bus # 3 ____
Major N/S Hwy ____
Major E/W Hwy ____

Lic Capacity ____
Toddler Gp size____
Preschool Gp size ____

Special Care
1) Dev./Emot. Handicapped
2) Phys. Handicapped
3) Referrals
4) Complaints
5) Transportation
6) Certified
7) Title XX (Restricted)
8) Title XX (open)
9) Scholarship
10) Sliding fee
11) NSA - CDBG slots
Other Languages:
17) Minimal Handicapped
22) Inactive
23) Summer only
24) CDA

Any other notes please use back of sheet and indicate here

Gaston College - Dallas, North Carolina

Gaston College utilizes the college owned and operated FM radio station, S.W.T.E., to broadcast a series of daily 15-minute early childhood education instructional programs. One teacher renewal credit (similar to a continuing education unit) is awarded to those following the entire eight week series and submitting a prescribed diary to the college upon completion.

Contact: Janet Johnson
Gaston College
Dallas, North Carolina 28034
(704) 922-3136

CORPORATE INVOLVEMENT

Corporate Seminars - States of Texas, Missouri, and Others in New England

The Texas Family Institute sponsors Bag Lunch Noontime Seminars, bringing together working parents at their places of business to discuss family concerns, including day care. These highly successful seminars began in 1976 as a bicentennial project, and they continue today with support from such leading companies as Southwestern Bell, Houston Gas, J.C. Penney and Levi Strauss. During the past year several New England firms have cooperated with Wheelock College to present weekly lunch-hour seminars for working parents on balancing work and family life. Similar programs are operating in the St. Louis, Missouri, area.

Source: Christian Science Monitor

Northern California Coalition for Employer-Supported Child Care - State of California

The Coalition for Employer-Supported Child Care is a communication and support network which promotes the idea of child care as an employer/employee benefit. Coalition members disseminate information and facilitate interaction between the business and child care communities. Child care professionals, business representatives, and interested citizens meet regularly to identify successful programs, discuss key issues, share resources, and develop related activities that will promote the concept of employer-supported child care.

Current activities include a resource bank, speakers bureau, advocacy and regional caucuses. Meetings are held on a regular monthly basis. The Coalition endorsed a conference on child care as an employee benefit entitled, "Employer-Supported Child Care: An Idea Whose Time Has Come."

Contact: C.E.C.C.- Paul Proett
P.O. Box 21843
San Jose, California 95151
(415) 692-6647

The Corporate Child Development Fund for Texas - State of Texas

The Corporate Fund is a non-profit, tax-exempt organization, governed by business executives, representatives of the general public, and early childhood development specialists. Launched in 1979 with a $60,000 gift from Levi Strauss Foundation, the Corporate Fund links resources of the private sector - money and leadership - with existing public funds and programs for child development. The Corporate Fund's Board of Directors, with assistance from the Texas Department of Human Resources, will make grants to Texas communities to develop child care programs that serve children from low-income families and meet established criteria.

A similar alliance of private and public sectors has already achieved dramatic success in Houston. In 1970 a corporate sponsor initiated the Urban Affairs Corporation. Since then, major Houston corporations have become involved in broadening the base of support through their contributions of money, resources and organizational know-how. The State of Texas furnishes additional financial support with state administered federal funds. Corporate donations of money, manpower and materials made possible the openings of two Child Development Centers. From these facilities, children from economically depressed Houston families receive valuable education, care and guidance.

Contact: Corporate Child Development Fund for Texas
510 South Congress, Suite 111
Austin, Texas 78704
(512) 478-9741

Minority Economic Resource Corporation - State of Illinois

Besides giving employers a forum for sharing day care ideas, the Minority Economic Resource Corporation (MERC) will soon be able to provide its corporate members with a family day care network and training program.

The project, now in the proposal stage, will use existing on-site day care centers as training facilities for providers. These providers would then become part of a family day care network, serviced by a child development specialist who would continue their training, encourage out-of-home activities, perform some monitoring, provide financial management help and coordinate efforts such as group purchasing.

The proposal will also include: an information and referral service providing fee, hour and slot information for all area day care, and a program for marketing day care to employers -- including a "slick, corporate-oriented brochure" spelling out tax incentives, statistics on improved turnover and production, and information on various kinds of programs.

The project is being sponsored by MERC's day care committee, composed of six corporate and two state representatives. This committee will seek foundation funding for start-up research, then approach corporations for operating money.

Contact: Jim Shimer or Julie Sass
Minority Economic Resource Corporation
770 Lee Street
Des Plaines, Illinois 60016
(312) 297-4705

Source: Day Care and Child Development Reports
November 30, 1981

Pasadena Child Care Information Services - State of California

This organization has received $191,000 from the Department of Health and Human Services to launch a national project on employer-sponsored child care. Its first task has been to identify programs across the country and to survey them by mail. CCIS researchers will then follow up the questionnaires by phone and visit programs they plan to cite as models. So far they've discovered 176 hospital programs, 160 non-hospital programs, and 23 in the development stage.

The goal of the 18 month project is to produce a guidebook and provide technical assistance for businesses that want to start child care programs. The manual, to be completed in a year, will cover the decision-making process in detail: cost benefit analysis, every conceivable model for employer support -- stressing that on-site isn't the only way to go — and four different needs assessments. The assessments would be used to determine (1) what kind of assistance the employer should offer; (2) what the effects are of an ongoing child care program; (3) what the effects are if a company has no child care program; and (4) whether the current child care program still matches parents' needs. The manual will be "like a workbook" that companies can administer themselves and adapt to their own organization. The final eight months of the project will focus on selected employer-sponsored programs, providing technical assistance from inception to final result.

A board of advisors comprised of industry, union, federal and state representatives will be on hand to make sure the information produced by CCIS is "put in the most marketable form" from a corporate point of view.

Although the project's focus is not a study of existing employer-sponsored programs, one of the results will be the most comprehensive list ever of these child care programs. CCIS plans to make the list available at the end of the project. The manual, whose printing costs have been figured into the total award, will be distributed free of charge for the first printing.

Source: Day Care and Child Development Reports, November 30, 1981
Contact: Child Care Information Service
Pasadena, California
(213) 796-4341

INTERAGENCY COORDINATION

Early Childhood Licensing - State of Connecticut

In an interagency state coordination model the Connecticut Department of Education provides direct consultative services to the state department of health, the responsible agency in the licensing of 912 day care centers. This consultation consists of interagency on-site licensing, visits to local groups attempting to establish licensed day care programs, and on-site program analysis of new and ongoing day care programs.

Two consultants working with the Early Childhood Unit of the Bureau of School and Program Development are responsible for providing consultation within the department of education, to other state agencies, and to local groups in Connecticut involved in establishing and implementing day care services and parenting education.

In addition to the outlined responsibilities, these consultants:

1) Provide information and referral relevant to programming, staff training, sources of funding and interface of supportive services for day care and parenting programs
2) Work closely with state and local associations and educational institutions concerned with early childhood and parenting.
3) Provide consultative services to local education agencies who are interested in, or involved with:
    a. serving the preschool population
    b. establishing linkages to existing day care programs
    c. providing child care services for children of students
    d. providing parenting education

Contact: Dianne Warner
Hartford, Connecticut
(203) 566-5352

PUBLICATIONS OF STATE DEPARTMENTS OF EDUCATION

Maryland

The Maryland State Department of Education, Early Childhood Education Branch of the Division of Compensatory, Urban and Supplemental Programs, enclosed with their survey response three publications, Early Childhood Education: An Investment in People, Some Things You May Want to Know About Early Childhood Education in Maryland, and Population of Early Childhood Pupils in Maryland (prekindergarten - 3). The first publication listed describes the early childhood programs operating in Maryland school districts and provides a detailed description of two major research evaluations of Maryland Early Childhood programs.

New Jersey

Resources for Care and Education of Young Children in New Jersey is a fold up pamphlet addressing the questions where do you go? How do you choose?, hom do you ask? The pamphlet lists the variety of child care sponsors and gives addresses and telephone numbers for the State Association for the Education of Young Children and for other agencies and organizations responsible for the administration of early childhood programs. The section entitled, To Help You Select, encourages parents to view a slide tape presentation, Selecting a Quality Preschool: A Step by Step Approach for Parents available through the Office of Early Childhood Education of the New Jersey Department of Education.

Pennsylvania

The Division of Private Schools, Office of Nonpublic Schools publishes an annual directory of licensed academic schools which contains the nursery and kindergartens licensed by the Department. A publication, Our Schools Today, is a series of reports providing data on public and nonpublic enrollments. The data is based on information provided by the 505 school districts, 29 intermediate units and nonpublic schools listed in the directory published by the Department.

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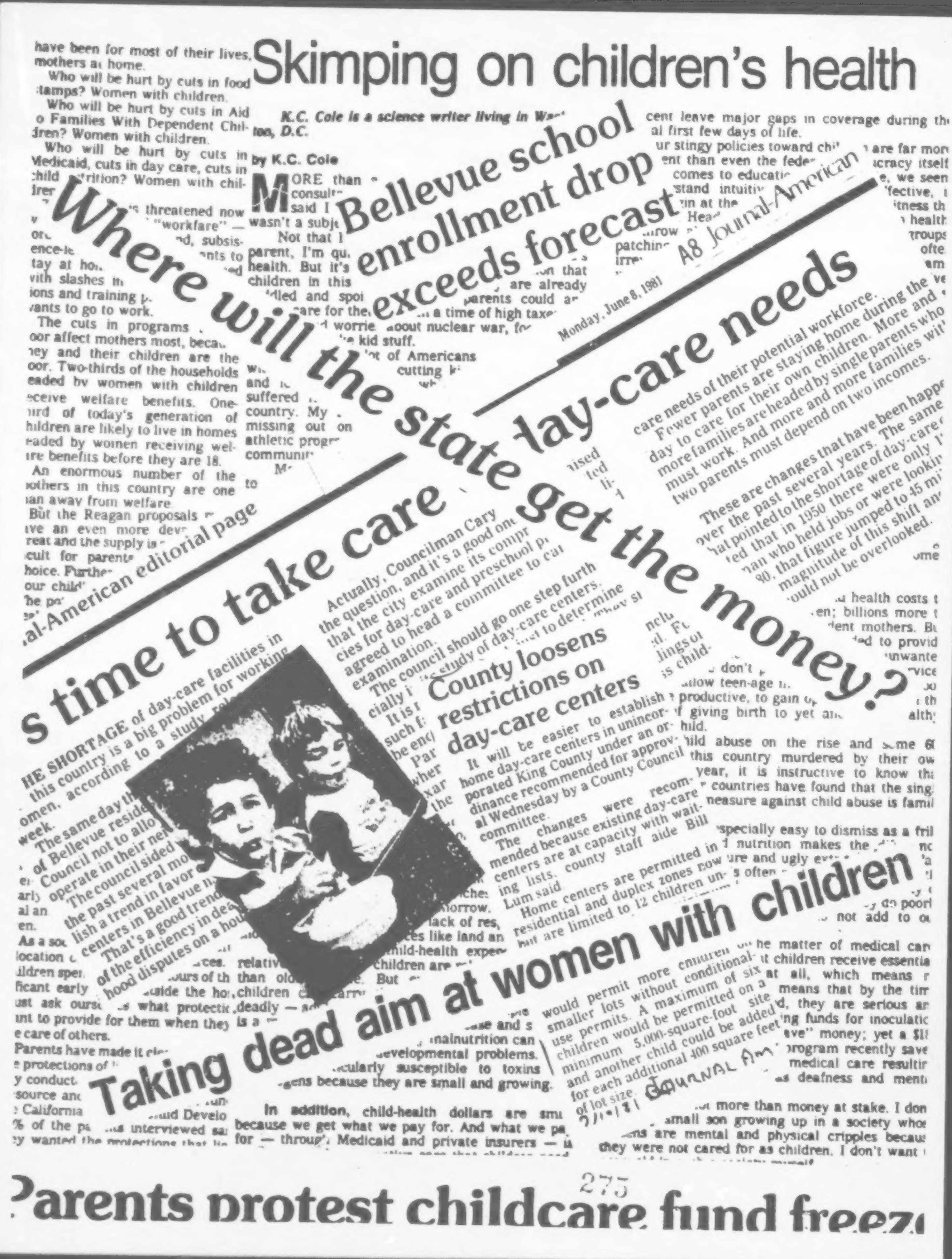


Skimping on children's health

K.C. Cole is a science writer living in Was' ton, D.C.

by K.C. Cole

MORE than consult said I wasn't a subj Not that I parent, I'm qu health. But it's children in this ddled and spoi care for the d worrie about nuclear war, fo e kid stuff. lot of Americans cutting k wh and suffered country. My missing out on athletic progr communit M to

have been for most of their lives, mothers at home.

Who will be hurt by cuts in food stamps? Women with children.

Who will be hurt by cuts in Aid to Families With Dependent Children? Women with children.

Who will be hurt by cuts in Medicaid, cuts in day care, cuts in child nutrition? Women with children.

is threatened now "workfare" — nd, subsistence-le nts to stay at ho with slashes in ions and training p wants to go to work.

The cuts in programs oor affect mothers most, becau hey and their children are the oor. Two-thirds of the households eaded by women with children eceive welfare benefits. One-third of today's generation of hildren are likely to live in homes eaded by women receiving welfare benefits before they are 18.

An enormous number of the others in this country are one an away from welfare.

But the Reagan proposals ive an even more dev reat and the supply is cult for parent hoice. Furthe our child he pa

cent leave major gaps in coverage during the al first few days of life.

ur stingy policies toward chi are far mor ent than even the fede acracy itself comes to educatio e, we seem stand intuitiv ffective, zin at the itness th Hea health arrow groups patching ofte irre am are already parents could a a time of high taxe

y do poorl not add to o

he matter of medical car t children receive essentia at all, which means means that by the tim d, they are serious an ng funds for inoculatio ave" money; yet a $1 program recently save medical care resultin as deafness and ment

ase and s malnutrition can developmental problems. cularly susceptible to toxins gens because they are small and growing.

In addition, child-health dollars are sm because we get what we pay for. And what we pa for — throug' Medicaid and private insurers —

ot more than money at stake. I don small son growing up in a society who ns are mental and physical cripples becaus they were not cared for as children. I don't want

ches morrow. lack of res, ces like land an hild-health expe children are relativ than old But children c deadly — is a

health costs en; billions more dent mothers. B ded to provid unwante vice alth hild.

don't allow teen-age productive, to gain of giving birth to yet an

hild abuse on the rise and some 6 this country murdered by their ow year, it is instructive to know th countries have found that the sing neasure against child abuse is famil

specially easy to dismiss as a fril d nutrition makes the ure and ugly ex s often

Bellevue school enrollment drop exceeds forecast

Where will the state get the money?

A8 Journal-American Monday, June 8, 1981

day-care needs

care needs of their potential workforce.

Fewer parents are staying home during the day to care for their own children. More and more families are headed by single parents who must work. And more and more families with two parents must depend on two incomes.

These are changes that have been happ over the past several years. The same that pointed to the shortage of day-care ted that in 1950 there were only 1 man who held jobs or were lookin 80, that figure jumped to 45 mi magnitude of this shift an ould not be overlooked.

ised ted li d

al-American editorial page

s time to take care

HE SHORTAGE of day-care facilities in this country is a big problem for working omen, according to a study week.

The same day th of Bellevue reside Council not to allo operate in their ne The council sided the past several mo lish a trend in favor centers in Bellevue That's a good trend of the efficiency in de hood disputes on a hou

Actually, Councilman Cary the question, and it's a good one that the city examine its compr cies for day-care and preschool p agreed to head a committee to ca examination.

The council should go one step furth cially i study of day-care centers. It is such f be enc Par wher xar the

er arly al an en.

As a so location c ildren spe ficant early ust ask ours what protectio nt to provide for them when they e care of others.

Parents have made it cl e protections of y conduct source and California uld Develo % of the pa s interviewed sa y wanted the protections that

ces. ours of th tside the ho

County loosens restrictions on day-care centers

It will be easier to establish home day-care centers in unincorporated King County under an ordinance recommended for approval Wednesday by a County Council committee.

The changes were recommended because existing day-care centers are at capacity with waiting lists, county staff aide Bill Lum said.

Home centers are permitted in residential and duplex zones now but are limited to 12 children un

nclu d. F lings o s child

would permit more children smaller lots without conditional-use permits. A maximum of six children would be permitted on a minimum 5,000-square-foot site and another child could be added for each additional 400 square feet of lot size.

JOURNAL Am 7/1-/81

Taking dead aim at women with children

Parents protest childcare fund freeze

VII. RECOMMENDATIONS

Dr. John Goodlad and other researchers examined 201 preschool programs in nine major American cities including Seattle in the early 1970's. The researchers concluded that United States preschool programs "appear to constitute a loose array of individual institutions about which little is known, over which no governmental body exercises clear cut authority and responsibility, and within which there are few signs of an intellectual enterprise of self study and improvement." The experience of this study documents that the first two conditions so aptly described by Goodlad continue to characterize early childhood services in Washington State. Little data exists, and that which does exist is exceedingly difficult to obtain. Information about program identity and enrollment figures rarely travels beyond the funding sources and is not easily retrievable or usually complete at that level. Outside of the Department of Social and Health Services responsibility for licensed day care, there is no entity accountable for or knowledgeable about the array of preschool services currently operating within this state. Goodlad's third condition, however, we did not find to be applicable. As revealed by the Washington State Perspective and throughout this report, the "intellectual enterprise of self study and improvement" is not a foreign concept to the Washington early childhood community.

By the completion of the data collection phase of the study, a growing impression had been confirmed. Forums, interviews, surveys, discussions, telephone and other contacts converged to substantiate the heightened awareness of the variety of early childhood education resources that exist in this state. Like so many jumbled puzzle pieces, one finds dedicated professionals, caring and concerned parents, a multiplicity of service networks and communication channels, model programs and promising practices. What is missing is the framework needed to fit these individual pieces into a coordinated, supportive, accessible resource for Washington's communities and families. That framework can be provided at the state level only, and without it, there is no way to fully realize the potential that does exist.

Factors to be considered include:

* The multiplicity of stable childcare and educational service networks in both the public and private sector and their dynamic character with

respect to individual components. There is turnover among private providers, and funding availability determines the development or demise of public programs. Professionals in the field agree that quality is also a time-specific factor with much hinging on continuity of individual staff in a field where non-competitive salaries, sparcity of fringe benefits, lack of job security and absence of professional status contribute to employee as well as employer turnover.

* The diversity of consumers. The consumer market, in an analagous manner, remains predictable in terms of demand; but the lives of the individuals who comprise that market are subject to sudden and dramatic change markedly influencing decisions concerning the need or desire for early childhood services as well as the type, extent, cost and location of those services.

* A variety of well developed and clearly defined communication networks with current access or a high potential for access to early childhood service providers and to the consumers of those services. These networks include at a minimum the state and local agencies responsible for various children's services; the Family Life/Child Development/ Early Childhood Education programs in progress at vocational-technical institutes, community colleges, and four-year institutions of higher education; the Cooperative Extension Service program in each of our counties; the state library system; the variety of professional and community associations and organizations on the state and local level having young children's welfare and education as a central concern; radio, television; and as yet under-utilized potential of the media technology of this state's advanced educational teleconference network (WETNET).

* A cadre of knowledgeable, seasoned early childhood/family life professionals... many nationally recognized for their expertise and accomplishments in the field of our concern... many in positions of direct contact and interaction with a cross section of the large numbers of agencies and institutions having some responsibility or potential for service to children and their families. At the same time there are larger numbers of individuals working directly with young children who have insufficient access to training, support and continued professional

growth in the child development field.

* A pluralistic community of caring and concerned parents searching conscientiously for the childrearing practices and supports most consistent with their family needs, resources and values. Some of these need and want access to childcare and educational programs for their young children; others do not. Of those that do, preference for types and extent of services differs.

* A number of existing programs and practices which are resourceful, workable responses to identified community needs related to child care and early education, but a dismayingly inarticulated state system of responsibilities, authority, data collection and provider/consumer information services.

* Discernable school district interest in early childhood programming as one solution to declining enrollments and potential closing of public elementary schools, and a stated belief in the contributions and value of early childhood education and parent involvement by the State Board of Education, the Washington Association of Elementary School Principals, and Office of the Superintendent of Public Instruction staff.

The recommendations which follow address immediate steps toward a coherent, integrated approach to provision of early childhood education services in a time of fiscal and political transition when the future is clouded in terms of state structures, leadership, funding, deregulation, economy, etc. While the need for an executive level state body responsible for the development and oversight of a comprehensive policy design for Washington's children appears paramount, study recommendations are directed to the capabilities, role and authority of the State Board of Education and the Office of the Superintendent of Public Instruction alone.

1

FINDING

High level of current usage of early childhood programs and projected increases in 3- and 4-year-old population through 1990.

SUBSTANTIATION

69.3% of parent respondents report use of early childhood education programs (See text)

13.9% desire to use early childhood education programs, but unable

1990 population projection: an increase from 120,000 3- and 4-year-olds to 154,000 (±8000)

Programs, by type, report between 4.4 to 19.6 children refused admission last year

PROBLEM IDENTIFICATION

Absence of comprehensive planning

Absence of systematic data collection

Fragmented responsibility on state level

Program inaccessibility

APPARENT NEED

Preparation for increased service demand

Structure for coordination and comprehensive planning

Mechanism for systematic pooling and compiling of early childhood education program data

RECOMMENDATIONS

1. The State Board of Education and Superintendent of Public Instruction, having acknowledged the significance and worth of Early Childhood Education, develop the capacity for leadership and cooperative endeavor in this field.
2. The State Board of Education initiate and support a State Coordinating Council for Children to develop strategies for the implementation of study recommendations.
3. The Superintendent of Public Instruction establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.

2

FINDING

Diversity of consumer (parent) needs and preferences, and a variety of early childhood education/children's programs

SUBSTANTIATION

Parent survey data (See Section III)

Program survey data (See Section V)

Income variance - 9.5% of parent respondents report under $7,500, 33.3% report $15,000 - $24,999

Approximately 50% of parent sample reports only a 3- or 4-year-old child in home; 45% report younger children but none older than 4

Parent respondents reported high priority need for information on evaluating different types of child care programs

Parent respondents report high priority need for information on child development topics

PROBLEM IDENTIFICATION

Uninformed consumers

Fragmented consumer information

High percentage of first time child care users

Limited program identification

Absence of clear information source

Unknown special need populations

APPARENT NEED

Consumer information sources which are comprehensive, accessible, consistent and credible

Program information and referral services which are comprehensive, accessible, current and efficient

Sliding fee scales

RECOMMENDATIONS

1. Support county level implementation of information and referral systems to match parent need with program availability
2. Encourage formation of county planning councils to identify community need in services for children and families based on current demography and identified resources and to monitor application of block grant funds utilized for children's services.
3. Develop a coordinated information dissemination system for consumer education utilizing existing early childhood and parent education networks as primary communication channels in addition to public media. This communication system would include 2-year and 4-year colleges, vocational-technical institutes, public and private schools, Cooperative Extension Service, public libraries, early childhood professional and provider organizations, Washington Educational Teleconference Network, radio and television.
4. Support funding to postsecondary institutions for the purpose of parent education such as that provided by the parent cooperative preschool program.
5. Examine the feasibility of concurrent periodic open invitation Parent Forums around the state with media linkage to agency principles utilizing WETNET sites and interactive broadcast capability.

3

FINDING

Multiple, autonomous provider systems for educational and child care services

PROBLEM IDENTIFICATION

No single information source

No pooled data effort

Communication barriers

Confidentiality concerns

Gaps in service provision

Restricted consumer access

Isolation of major categories of programs

SUBSTANTIATION

Program survey data (See Section V)

Program Descriptions (See Section IV)

Agency jurisdictions

High variability in program funding and sponsorship

Diverse standards and external accountability

Variations in regulatory application

APPARENT NEED

Comprehensive planning

State and local coordination

Pooled data collection

Consumer Guidance

RECOMMENDATIONS

1. Initiate and support a State Coordinating Council for Children
2. Establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.

4

FINDING

Varied levels of preparation and skills of providers/caregivers/teachers

Disparity of performance expectations (criteria, standards) for service providers

PROBLEM IDENTIFICATION

Quality variance

Consumer vulnerability

Confusing nomenclature

Unrealized potential

Obstacle to professional recognition

SUBSTANTIATION

Current legislation

Program Survey (Section V, Table 22)

Absence of early childhood certification in Washington

Parent comments (See Section III)

Provider support for voluntary certification (84.7% would want staff certified if early childhood education certificate available)

APPARENT NEED

Improvement incentives for staff and programs

Access to training and resources

Career development opportunities

Recognition of staff competence

Recognition of quality programs

Consumer guidance

Child protection

RECOMMENDATIONS

1. Continue to support the concept of statewide training programs through expanded funding to postsecondary institutions for the purpose of provider training.
2. Participate in current efforts to develop a voluntary state certification/credentialing/endorsement system based on standards of demonstrated competency for providers/caregivers/teachers working with children five years and under.
3. Request legislative action to implement a competency-based multilevel certification/credentialing/endorsement system for individuals working in early childhood programs.
4. Develop a system for granting voluntary "approved program" status to programs offering an educational environment for 3-, 4- and 5-year olds to include the preparation and the dissemination of a directory of "approved" programs and the criteria by which they are approved.
5. Request legislative action to implement an O.S.P.I. system for awarding "approved program" status to eligible early childhood programs.
6. Explore the development of a media based provider training format utilizing the low cost statewide access provided by the Washington Educational Teleconference Network (WETNET).

5

FINDING

Reduction in support services and programs designed to move families out of poverty (AFDC, Title XX, EPSDT, and child nutrition)

Deregulation of funds previously earmarked for low income children

Focus of Title I, ESEA changed from economically to educationally deprived children

Day care funding optional under Block Grant (Washington opted to provide day care)

PROBLEM IDENTIFICATION

Vulnerability of high risk children

Economic impact on lower income and single parents

Future impact on public school

Decrease in parent options

Public and nonprofit programs most affected serve highest percentages of low income, nonwhite, special need children in Washington State (Program Survey)

SUBSTANTIATION

Federal and state budget cuts

Block grant information reports

National Association for the Education of Young Children Policy Alerts, November, December 1981.

DSHS Plan to Offset The Loss of Federal Funds and To Implement Block Grants, September, 1981.

Report on Preschool Education (BiWeekly editions)

Child Welfare Planning Notes, September 1981,

APPARENT NEED

Community awareness

Resource identification

Innovative approaches

Cost effective measures

Public/private sector coordination

Practices which neither isolate nor exclude lower income families

RECOMMENDATIONS

1. Support county councils to identify community need in services for children and families based on current demography and identified resources and to monitor application of block grant funds utilized for children's services

6

FINDING

Minimal employer assistance with child care needs of employees

PROBLEM IDENTIFICATION

employment obstacle for single parents

reduction of Title XX Day Care and reduced eligibility for AFDC and other federal supports may force needed wage earners and single parents out of the work force

decreased productivity/increased absenteeism

Parents forced to consider cost above program quality

SUBSTANTIATION

Parent comments (See Section III)

Parent Forums (See Section III)

3.6% of parents surveyed report employer provision of child care; 2% of the 3.6% are military

3% report employers offer any other form of assistance with child care needs

APPARENT NEED

Employer awareness of child care need

Employment policies supportive of parents

Business/industry involvement in comprehensive planning

Awareness of corporate child care models/options for assistance

Information on corporate tax incentives

Information on tax deductions for child care users

RECOMMENDATIONS

1. Initiate and support a State Coordinating Council for Children to develop strategies for the implementation of study recommendations.
2. Establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.
3. Consider independent or joint sponsorship of an Early Childhood Education Conference bringing prominent researchers and representatives of innovative programs to an audience of Washington's educational, political and corporate decision makers.

7

FINDING

Interest of public schools in leasing space and exploring options of conducting preschool/day care programs

PROBLEM IDENTIFICATION

Absence of state early childhood certification

Inexperience of public schools in prekindergarten education

Suspicion of parents regarding public schools' commitment to parent involvement and possibility of rigid programming for young children

Competition concerns of private providers

Undetermined early childhood education leadership in publis schools

Projected reversal of enrollment decline

SUBSTANTIATION

Seattle/Bellevue School District policies (See School District Programs, Section IV)

Promising Practices (See Section IV)

School District Programs (See Section IV)

National Perspective (See Section I)

APPARENT NEED

Assurance of Early Childhood emphasis, qualifications in staff working with preprimary children

Building of public school credibility in Early Childhood Education/Parent Involvement

Public and private partnerships/coordination

Responsible planning for future and needs of high risk populations

RECOMMENDATIONS

1. Allocate seed money to encourage district implementation of promising practices and model programs.
2. Disseminate information from the Early Childhood Education Study report to school districts and administrative organizations.
3. Encourage the formation of neighborhood PTSA or elementary school sponsored preschool councils to facilitate communication between preschool programs, parents and school district personnel and programs.

8

FINDING

Minimal planned transition from Early Childhood programs to kindergarten and primary grades

PROBLEM IDENTIFICATION

Discontinuity for child and parent

Inconsistency between programs

SUBSTANTIATION

Parent Forums (See Section III)

Parent Comments (See Section III)

Washington Association for the Education of Young Children Workshop (See Section V)

Staff interviews with agency and educational personnel

Site visits (See Section V)

APPARENT NEED

Coordination models

Cooperative services

Public school outreach

RECOMMENDATIONS

1. Initiate and support a State Coordinating Council for Children to develop strategies for the implementation of study recommendations.
2. Establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.
3. Participate in current efforts to develop a voluntary state credentialing system based on standards of demonstrated competency for providers/caregivers.teachers working with children five years and under.
4. Request legislative action to implement a competency-based credentialing system for individuals working in early childhood programs.
5. Allocate seed money to encourage district implementation of promising practices and model programs in early childhood education.
6. Continue support and encouragement of Secondary Child Development Programs and Programs for TeenAge Parents with local coordination linkages as possible.

9

FINDING

Research substantiates efficacy and cost effectiveness of quality early childhood education programs for high risk populations, and major role of parent involvement in lasting gains for children.

Parent use affirms value for general population.

SUBSTANTIATION

Consortium for Longitudinal Studies

High/Scope Educational Research Foundation

Maryland State Early Intervention Evaluation

New York State Early Intervention Evaluation

University of Washington Experimental Education Unit

Head Start GAO Report, July, 1981

Parent survey, Question 1 (Section III)

Parent Comments (See Section III)

PROBLEM IDENTIFICATION

Current low level of service for high risk populations

Limited public awareness of the most recent research findings

Lower income families unable to obtain early childhood education services at affordable cost.

School district option of not serving handicapped preschool children

APPARENT NEED

Awareness of research and evaluation efforts in Washington State

Broader dissemination of pertinent research findings

Support of quality programs and promising practices

Preventive programs/services for "high risk" populations

Promotive programs and practices in early education for the general population

Parent involvement emphasis/opportunity in early childhood education programs

RECOMMENDATIONS

1. Support research and evaluation in early childhood education as deemed appropriate.
2. Consider independent or joint sponsorship of an Early Childhood Education Conference bringing prominent researchers and representatives of innovative programming to an audience of Washington's educational, political and corporate decision makers.
3. Encourage parent involvement/parent education policies in early childhood education service delivery.
4. The State Board of Education and Superintendent of Public Instruction, having acknowledged the significance and worth of Early Childhood Education, develop the capacity for leadership and cooperative endeavor in this field.
5. The Superintendent of Public Instruction establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.

DISCUSSION

The directions indicated by the findings of this study are vested in three major recommendations. It is anticipated that these foundational measures would be initiated within the year.

Recommendation #1

The State Board of Education and O.S.P.I., having acknowledged the significance and worth of Early Childhood Education, develop the capacity for leadership and cooperative endeavor in this field.

Early education with its attendant responsibilities of parent and community education is a legitimate concern of both the State Board of Education and the Office of the Superintendent of Public Instruction. A full decade ago, the Washington Elementary School Principals Association adopted a policy statement endorsing public education beginning at age four. Currently at least two school districts faced with declining enrollment and the potential closure of elementary schools have turned to the preschool market for solutions. Prior to the implementation of public law 94-142, Washington school districts, with a few notable exceptions, had scant experience with the child under five years of age. Even now, school district provision for preschool handicapped is by no means universal. The state lacks appropriate certification for those working with either handicapped or non-handicapped prekindergarten children. With the exception of the handicapped, leadership in the early childhood field lies predominantly outside the structure of the common schools.

Based on study findings, we are recommending pragmatic, low cost measures with maximum benefit in terms of outreach and needed organizational structure. This coordination - leadership model is achievable and would constitute a major advance toward implementation of the policies and principles set forth by the State Board of Education in their December, 1980 statement.

Recommendation #2

The State Board of Education initiate and support a State Coordinating Council for Children to develop strategies for the implementation of study recommendations.

A State Coordinating Council would provide a mechanism for incorporation of the resources of the early childhood community with a broad business and political constituency to address identified needs in the field. It is suggested that this council might take the form of a two-tiered structure in which a comprehensive planning body would be supported by a larger resource and implementation unit.

Functions of the Coordinating Council

1. Act as a resource body on early childhood education for O.S.P.I. and the State Board of Education.
2. Develop strategies for implementation of study recommendations.
3. Provide leadership to current efforts to develop a voluntary state certification/credentialing/endorsement system based on standards of demonstrated competency for teachers, providers and caregivers working with children five years and under.
4. Research sources for early childhood funding.
5. Develop a system for granting voluntary "approved program" status to programs offering an educational environment for 3-, 4- and 5-year-old children. This system should include the preparation and dissemination of a directory of "approved" programs and the criteria by which they are approved.
6. Consider and recommend early childhood policies that neither isolate nor exclude children of low income families.

Structure of the Coordinating Council

1. Representative of pertinent state agencies, early childhood service providers, educational institutions, professional organizations, business, industry and parent consumers.
2. Positioned for permanancy and greatest protection against political change.

Recommendation #3

The Superintendent of Public Instruction establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.

The Coordinator's job role would include advocating, informing and facilitating partnerships and independent efforts to address early childhood education needs and services statewide. It would encompass coordination with O.S.P.I. policies and involve liaison, at a minimum, with staff in the Divisions of Special Services (Preschool Handicapped, Gifted), Vocational-Technical and Adult Education Services (Home and Family Life), Grants and Equity Programs (Model Adoptions, Special Projects) and the Division of Instructional and Professional Services (Private Education, Learning Resources, ETU).

The qualifications and responsibilities of the coordinator who might be housed appropriately in one of the aforementioned divisions would include the following:

Responsibilities

1. Advocate, inform and facilitate public/private partnership to address early childhood education needs and services statewide.
2. Serve as liaison to the State Coordinating Council, OSPI staff and state offices with responsibility for children's services.
3. Serve as advisory to local, county or regional early childhood councils.
4. Work directly with current and potential providers of educational and child care services in both private and public sectors to help develop programs to meet identified local needs.
5. Develop, recommend and disseminate consumer materials and publications.
6. Disseminate pertinent findings of early childhood research.
7. Implement a voluntary "approved program" status process to be developed with the State Coordinating Council and made available to preschool and day care providers.
8. Facilitate the ongoing collection of descriptive data concerning programs for three- and four-year-old children in the state.

Qualifications

1. Experience and preparation in the range of early childhood professional endeavor, such as work with children, staff development, administration and professional organizations.
2. Knowledge of relevant state and other agency structures and responsibilities of these agencies.
3. Experience in publications, communication, public relations, community needs assessment and organizations.
4. Demonstrated awareness of early childhood professional organizations, and practices and resources at national and state level.
5. Demonstrated skill in written and spoken communication.

Placement

1. O.S.P.I. Divison as deemed appropriate.
2. Positioned for internal and external authority.

Further recommendations have been organized under the four categories of: 1) User Education; 2) Provider Education; 3) Coordination; and 4) Research and Evaluation. Strategies for the implementation of these longer range goals would become the charge of the Coordinating Council and Early Childhood Education Coordinator.

USER EDUCATION

1. Protect funding to postsecondary institutions for the purpose of parent education such as that provided by the parent cooperative preschool system.
2. Develop a coordinated information dissemination system for consumer education utilizing existing early childhood and parent education networks as primary communication channels in addition to public media. This communication system would include 2-year and 4-year colleges, vocational-technical institutes, public and private schools, Cooperative Extension Service, public libraries, early childhood professional and provider organizations, Washington Educational Teleconference Network, radio and television.
3. Examine the feasibility of periodic statewide open invitation Parent Forums with media linkage to agency principles utilizing WETNET sites and interactive broadcast capability.
4. Encourage parent involvement/parent education policies in early childhood education service delivery.

Survey respondents gave high marks to "need for information on evaluating early childhood programs" and general child development knowledge. Forum participants often cited parent education and information and referral services as unmet regional or local needs. Over 50% of the respondents reported having no child older than age four with 45% reporting additional younger children. These are young families without a backlog of parenting experience. The patterns of contemporary America indicate that many are isolated from the family resources and parenting advice relied upon by past generations of beginning parents. Many, if not most, represent a first generation of child care users and yet 69% report having a child enrolled in an early childhood program of some type. Informed parents are fundamental to assurance of quality experiences for young children in both out-of-home and in-home experiences. Parent Forum participants commented "We need more Parent Forums like these," and a father in attendance said, "Teach us to be [knowledgeable] consumers."

Perhaps the hallmark of Washington's early childhood accomplishments lies in the scope and size of the parent programs in its postsecondary institutions and the role these programs fill as an identified, consistent, accessible resource for parent education and childrearing concerns. Maintaining that resource at a cost affordable to young families is a direction eminently consistent with the early childhood policy statement of the State Board of Education and deserves the full support of that body. Enhancing and extending that effort through the systematic development and utilization of a coordinated information dissemination system is a low cost, potentially highly impactful direction beneficial to all families of young children. Use and incorporation of existing resources is a cost effective measure to be encouraged. Linkages need to be established, but the channels, each highly effective in its own sphere of operation, are in place. The New Jersey State Department of Education publishes a brochure entitled, Resources for Care and Education of Young Children in New Jersey . A similar Washington publication, along with others addressing parenting issues, disseminated through a coordinated system would achieve maximum saturation with minimal cost. Community and interagency recognition would be an added dividend. Further resource identification and material development might well originate from participating organizations and professional associations.

The potential of the Washington Educational Teleconference Network (WETNET) as a resource for expanded community involvement and parent access merits particular exploration and innovation in agency outreach efforts. WETNET was utilized on two occasions in the conduct of the early childhood education study. Field Coordinators located around the state received study orientation and initial training over the WETNET system. Four of the six Urban Parent Forums were held concurrently and linked by WETNET, enabling the Project Director and Principal Investigator to address parent groups in widely separated sections of the state simultaneously to assure uniform explanations of study task and purpose. Given the availability and low cost of this unique resource of the state, parents forums on a continuing, perhaps regular basis deserve consideration.

PROVIDER EDUCATION

1. Continue to support the concept of statewide training programs by expanding funding to postsecondary institutions for the purpose of provider training.
2. Participate in current efforts to develop a voluntary state credentialing system based on standards of demonstrated competency for providers/caregivers/teachers working with children five years and under.
3. Request legislative action to implement a competency-based credentialing system for individuals working in early childhood programs.
4. Develop a system for granting voluntary "approved program" status to programs offering an educational environment for 3-, 4- and five-year-old children. This system should include the preparation and dissemination of a directory of "approved" programs and the criteria by which they are approved.
5. Request legislative action to implement an O.S.P.I. system for awarding "approved program" status to eligible early childhood programs.
6. Explore the implementation of a media based provider training format utilizing the statewide access provided by the Washington Educational Teleconference Network (WETNET).

Over two-thirds of the parent survey respondents reported that they are currently using early childhood services; another 13.1% want, but are unable to do so. Formative experiences outside of the family structure are clearly the norm for well over half of this state's young children. The promotion of sound practices of child development for children both in and out of home settings is a preventive approach consistent with the self interest of the public school. Recent findings of authoritative longitudinal research substantiate the relationship of well conceived preschool programs and the economics of the common school through reduction of special education referrals, retention in grade, and antisocial or delinquent behavior.

An 18 year, $3 million dollar study conducted by High/Scope Educational Research Foundation with the cooperation of the Ypsilanti, Michigan Public Schools concludes that if early childhood education is of high quality, preschool experience not only prevents problems that, if unattended, cost society much more later on, but it increases the effectiveness and efficiency of the investment we already make in schooling.

Reports of prestigious national and state studies alike converge in the significance each has placed on the qualities, qualifications and training of staff as a pivotal factor in quality determination and program efficacy. Upon completion of a four year study of target children in Maryland's variety of school district early childhood programs, Dr. Leon Rosenberg of the John Hopkins University School of Medicine concludes that "when teachers in any one of a variety of programs are well trained in the ways four year olds function and when they believe in what they are doing, four year olds benefit from the program." The National Day Care Study, an $8 million dollar, four year effort, concludes that higher quality care is associated with two low cost ingredients - smaller groups of children and caregivers having child-specific education and training. The National Home Day Care Study published in 1981 similarly concludes that training does make a difference in the kinds of experience and opportunities available to children in family day care homes.

A healthful beginning is a major factor in a child's educational attainment. Provider training, early childhood staff credentialing and program recognition are quality incentives appropriate to the role of the State Superintendent of Public Instruction. Preliminary research and practice in each of these areas provides a conceptual framework for implementation. The University of Washington Head Start Training Office has successfully pioneered training and administrative support sessions utilizing the widely accessible WETNET interactive audio system. The early childhood training capacity of the state's postsecondary institutions has been tested through Title XX training for day care providers and through the various outreach efforts of the vocational-technical institutes and community colleges. This cost effective utilization of existing resources for optimal outreach is a promising practice in itself. Open access training provision at minimal cost through media channels and existing institutions offers a direct avenue to improved quality experiences for a broad spectrum of the state's three- and four-year-old children.

Across all program types, 84.7% of the early childhood service providers responding to this survey indicated that they would wish their staff to be certified if a voluntary certification process were in place. A multilevel competency based certificate/credential/endorsement available to degreed and non-degreed individuals, in both public schools and non-public schools would underscore the specialized practice of early education and alleviate misgivings concerning "elementary school approaches" in early childhood environments. The competencies identified in the national CDA credentialing process are well known to the training institutions in this state. Many have incorporated the CDA competencies into their early childhood course descriptions. The federal government has announced its intention of decentralizing CDA within the year. Again, this seems a fortuitous time to assess what exists, what is possible and ascertain the resources available to develop a state credentialing system capitalizing on years of research, existing practice, and potential funding.

The concept of an "approved school" status is not a foreign concept to O.S.P.I. The Department of Private Schools currently administers an approval system for private elementary schools. A downward extension of the outreach of this department would again use what has been accomplished as a basis for extending leadership to the broader educational community. Washington's parent survey respondents gave a top ranking to "program" as the prime consideration in selecting children's services. Well publicized approval criteria establishes a definitive aspiration level for programs and evaluative criteria for the consumer. The National Association for the Education of Young Children, the 35,000 member professional organization with which the Washington Association for the Education of Young Children is affiliated, is currently conducting a feasibility study of a national "quality endorsement" for early childhood programs. Washington State provides the current Vice President and the upcoming Secretary of that association. Both individuals are participants in this study. A dovetailing of state and national concerns for improvement incentives and achievement awards would constitute a practical broad-based approach to the issue of quality in the state's early childhood setting.

COORDINATION

1. Support the formation of County Councils to identify community need in services for children and families based on current demography and identified resources and to monitor application of block grant funds utilized for children's services.
2. Support county level implementation of information and referral services to match parent need with program or service availability.
3. Allocate seed money to encourage district implementation of promising practices and model programs.
4. Continue support and encouragement of Secondary Child Development Programs and Programs for Teenage Parents with local coordination linkages as possible.

5. Disseminate information from this report to school districts and administrative organizations.
6. Encourage the formation of PTSA or school sponsored preschool councils to facilitate communication between preschool programs, parents and school districts.

Absence of systematic planning and coordination coupled with inadequate data repeatedly surfaced throughout the study as a major impediment to efficient use of existing resources. What is needed is a uniform system of management which allows for differing structures and implementation strategies on the local/county level. The core of a County Council currently exists in practically every county in the form of the Cooperative Extension Service, local affiliate groups of the Washington Association for the Education of Young children, interested school district personnel, local councils of Action Alliance for Children and Youth, and service provider organizations among others. A county level planning body would provide input and serve as a communication channel for the State Coordinating Council envisioned in these recommendations and would be similarly concerned with the recommendation of policies that neither isolate nor exclude children of low income families.

Regional variations and differences in the needs of urban and rural communities revealed in survey and Parent Forum responses underscore the need for local level planning and decision making. Analysis of responses concerning availability of early childhood services in various communities has limited meaning without a knowledge of the density and distribution of population, availability of employment, socio-economic levels, transportation access and potential resources of that same area. Those factors will be most effectively identified and considered at the administrative level closest to the consumer.

Survey respondents indicated a high need for information and referral services. Computer capability along with increased computer accessibility makes this service feasible on a variety of administrative levels. Matching consumer need to available resources is again most efficiently accomplished in a limited geographic area. It is conceivable that a computerized program similar to the Hennepin County, Michigan or King County information and referral systems described under promising practices might be instituted as a student or staff project by a secondary or postsecondary institution. Computerized information and referral might be an extension of an individual or departmental role in or out of the public school system.

Information and referral services may or may not be appropriately placed in a given school system, but knowledge of the status of early childhood education both locally and nationally is in the interest of each school district eventually to service these children. While across all program types, 56.5% of the program respondents reported that they communicate with their local primary teacher or school about the child entering kindergarten or primary grades, in the main, these are isolated, one-way contacts which do not represent a transition process supportive of a developmental continuum for children with increasing prekindergarten group experience. It is hoped that dissemination of this report coupled with seed monies to implement or study the adaptation or replication of an identified model or promising practice offer school districts the necessary latitude to shape program response to the needs of families in that district. Criteria for award of funds might weight the level of school readiness revealed by kindergarten and primary students in applicant districts as a means of establishing funding priorities.

Preschool councils under the sponsorship of PTSA's or interested school administrators could bring together representatives of the variety of neighboring programs serving young children to identify common goals and practices and facilitate exchange of resources and knowledge. These groups could also be instrumental in developing preschool policies and guidelines which neither isolate nor exclude children whose parents cannot afford preschool services.

Certainly curricular and programmatic attention to the role of the family and parenting is desirable and continued support of Child Development Programs at the secondary level to be encouraged.

RESEARCH AND EVALUATION

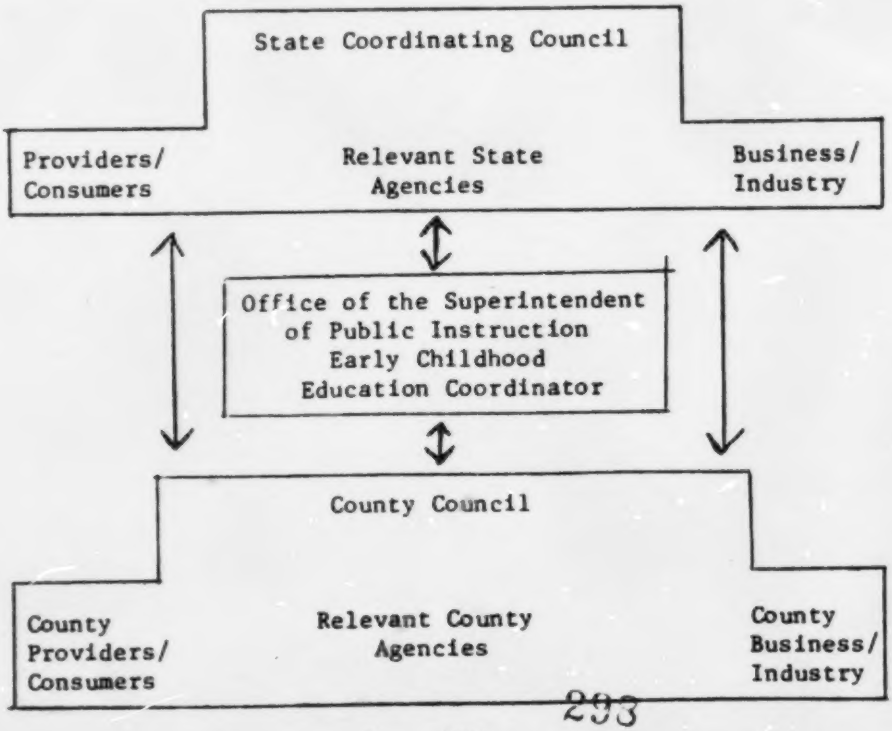
1. Support research and evaluation in early childhood education as deemed appropriate.
2. Consider independent or joint sponsorship of an Early Childhood Education Conference bringing prominent researchers and program practitioners to an audience of Washington's educational, political and corporate decision makers.

Evaluative and descriptive research and ongoing data collection are seen as essential components in the long range development of a functional early childhood unit within the public educational system of the state. Reports of authoritative early childhood research having direct implication for the common schools require dissemination within the system through Your Public Schools and other channels. Joint efforts with allied institutions or agencies and awareness of federal research priorities are similarly indicated.

Direct exposure to the dramatic findings of recently published research and to program innovations flourishing in other areas of the country could provide a powerful stimulus to coordinated efforts in early childhood programming. The benefits of independent or joint sponsorship of an Early Childhood Conference merits thoughtful consideration.

CONCLUSION:

The recommendations submitted to the State Board of Education and the Superintendent of Public Instruction represent in total a cohesive preliminary structure for early childhood education design and delivery in the State of Washington. A diagram of that structure completes the Early Childhood Education Study.


State Coordinating Council
Providers/ Consumers
Relevant State Agencies
Business/ Industry
Office of the Superintendent of Public Instruction Early Childhood Education Coordinator
County Council
County Providers/ Consumers
Relevant County Agencies
County Business/ Industry

Baby-boom babies: See how they grow

As postwar babies near middle age, they are restructuring our society

by Alf Collins
Times staff reporter

Across the country, 76 million people born between 1946 and 1964 are moving toward middle age.

"Youth is over as a force in society," says Landon Y. Jones.

Jones, a senior editor of Peopl magazine, wrote "Great Expectations" (Ballantine, $2.95) becaus we have accepted the World War II baby boom without studying it much. "It was an Everest no one had seen," he said in an intervie here.

It was the baby boom t shaped the past 35 years of economy. It was in their n that the suburbs were create that a massive public-ed system was brought int almost overnight.

It was with an eye advance into disposab that manufacturers plans. The plastic th their hula hoops in beaten into credit '60s. The raccoon Davy Crockett furs" now.

The li -car with th the la with crisi T ba fr

top, ...

Public b... cut back, social ... overhauled and schoo... put to other uses. It's all c...

The boom babies will continue to shape and control society as they move into retirement. Far from being the conservative opponents of change we are used to among the elderly, Jones th... they will be comfortabl... life-styles and poli...

...ially injurious if they (operators) ... Goetz says.

The baby ..., many operators see how their ... can go without one.

...they're caught, it's usually in one of two ...ys. The department's day-care referral ...rvice routinely reviews newspaper ads ...d compares phone numbers with those in ...files. When no listing is found, case work...s are given the numbers.

Bellevue allows day-care center in neighborhood

The Bellevue Sunshine School ...ay-care center has found a home ...the City Council can live with ...t for the time being.

...e objections of some ...esidents, the Coun... ...ay night to grant ...n a permit to ...ter out of ...12 Bel-

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...ing into their daily growth. Society has created cattle ranches for young American citizens. Or to see it as they surely do, this must truly be like prison for the nursery set.

I do not quarrel with parents who are exasperated at forking over half of their income to their child's care giver. Actually it is their exasperation that keeps child care fees as low as they are ($7 to $10 for 8 to 12 hours care or $1.25 per hour.)

Child care costs are high because it costs money to raise children. This is not the fault of anyone. It is a fact of life. We cannot lock a child in the closet before work, come back at night to unlock the closet and play with a fulfilled child. The child uses water, sewer, lights, gas, building facilities, food, laundry, equipment, furniture, etc. Who should pay for this? Should the care giver provide a free service for teaching, entertaining, feeding, guiding and loving someone else's children? For the service given, I think the parents have a good ...

Day care should cost plenty

This protest letter is a reaction to your article of Aug. 23 (Day care costs: Are they unnecessarily high?).

I protest the idea expressed there that the Department of Social and Health Services is responsible for the high cost of child care. The fact is that DSHS requires conditions that are only reasonable for human existence.

The day care centers mentioned in the article expressed disappointment at not being able to gave a 15 to 1 ratio in their classrooms. DSHS regu... the ratio at 10 children to 1 adult ... 12 hours per day. This means ... has to pay for more ... with 10 children to ... hours, how can a ... worried? Parents ...ly consider ... ones in ...s of ...

ELIZABETH DAHLE AND MOTHER DEBBIE
School And Babies Are Compatible At Olympia Hig

...otos By Steve ...

A2 Journal-American Wednesday, October 21, ...

Day-care regs unveiled

By Ken Olsen
Journal-American Staff Writer

A citizens committee laboring to put some rhyme and reason into Bellevue's rules on day-care centers is going public with its ideas.

The committee is suggesting rules that would make it easier to start small day-care operations — those with 12 or fewer children — in single-family homes. At the same time, it would be more difficult to start large day-care operations in residential neighborhoods.

According to planners, it will be the first time the ...as had any day-care rules.

...attles over day-care centers have been de... ...ase-by-case basis. Hearings often have ... against neighbor in bitter disputes, ...ncil caught in the middle with no ...

...of single and working par... ...good day-care services ...

...ounds, but it's a ...n, who chairs ...

... is that ...are ...

The group also says the Bellevue School District should do more to provide day-care services in elementary schools.

An eight-page report, and the results of several day-care surveys, will go to the city planning commission at a public meeting at 8 tonight at City Hall, 11511 Main St. No public testimony will be taken until a hearing set for Nov. 7.

The suggestions, still in draft form, are the res... nearly three months of work by the commit... day-care users, providers and others affecte... issue. The City Council appointed the comm... July after a series of bitter hearings ... sought by day-care centers to operate in ... areas.

As a starting point, the task force ... City Council adopt categories used ... fine day-care operations.

Under the rules, day-care "h... ing six or fewer children — ... anywhere in the city. They ... home occupation permits, ... with the city and meet mi... down noise and parking. ...

"Mini" day-care cen... 12 children — would ...

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in. ... sive ... equip ... kids co...

SHE SA... ment with li...

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VIII. EXECUTIVE SUMMARY

This December, 1981 report is the culmination of an 8½ month study requested by the Washington State Board of Education and the State Superintendent of Public Instruction to provide the data base necessary for consideration of voluntary Early Childhood Education programs in the common school system of the State of Washington. The study was conducted by Educational Service District #121 with the considerable assistance of a broad based Advisory Committee representing the community of organizations, institutions and agencies for which the study had particular relevance.

Four major tasks were involved in the study design: 1) a description of Washington's three- and four-year-old population with a ten year projection; 2) a collection of parent and provider information through survey and the convening of Parent Forums throughout the state; 3) the identification of model programs and promising practices; and 4) the submission of a final report drawing conclusions from the data generated as a basis for recommendations concerning the status of existing programs and future directions in early childhood education.

Using provisional data, pending release of pertinent 1980 census figures for Washington State, it is estimated that there were a total of 60,000 three-year-olds and 59,000 four-year-olds residing in the state on January 1, 1981. Those figures are projected to increase due to the large wave of "baby boom" females passing through the prime child bearing years in this decade, resulting in a probable total of 77,000 each of three- and four-year-olds in Washington on January 1, 1990. These figures may rise as high as 81,000 each or drop to 73,000 each dependent upon age selective immigration and age specific birth rate variation. A marked decrease in total births is projected for the 1990's. Further demographic data related to families of three- and four-year-olds will be included in an addendum to the report once 1980 state census data are released.

Specifics of parental use of early childhood services, attitudes towards those services, demographic and related items of information were obtained from a quota sample of 1184 parents of 3- or 4-year-old children in the state. The variables of income, family patterns, race/ethnicity and education for the quota sample were very similar to those of the state population. Thirteen Parent Forums in urban and rural locations permitted more open ended input from parents. Important survey findings included a notable diversity of parental attitudes, need and desire for early childhood programs: a high percentage of parent respondents reporting use of some type of early childhood service; urban/rural differences and regional variations in responses; expressed need for information and referral services, assistance in evaluating types of programs for children, a resource center, and information on a variety of child development topics; a top ranking for "program" as the prime consideration in selecting children's services with "location" receiving the highest number of second place rankings; "expense" the most commonly reported reason for wanting, but not currently using early childhood services; minimal child care provision by employers and the bulk of that through the military; relatively few children of this age enrolled in school district programs, nonprofit centers, other public programs or receiving child care services in their home.

A survey of program providers produced 855 responses showing wide variation in size, services, staff-child ratio, and staff qualifications. Most programs responding favored licensing regulations in the areas of fire and safety, health and sanitation, facilities, staff training and qualifications. Licensing requirements relating to group size and staff to child ratio were favored by 614 of 855 respondents (71.8%). Across program types, over 84% of the respondents would want their staff to have an early childhood certificate if a voluntary certification were available. Thinking and learning skills, development of a positive self-concept, care for the child, independence/self reliance, social skills and awareness were ranked as the most important program goals for children across all program types. A need for early childhood education services was indicated by the large number of children refused admission to several categories of programs during the past year.

Identification of both the parent and provider samples were major demands of the study as no comprehensive list existed for either category. Elaborate procedures, documenting the need for ongoing data collection and state level coordination, were required to construct each sample. Ultimately, a total of 7,215 licensed family day care home providers and 1,739 early childhood programs, including licensed and unlicensed centers as well as facilities not subject to licensing, were identified by project staff. 2,918 of the 8,954 providers identified were included in the provider sample.

Data derived from survey implementation and related staff research were analyzed by the study team with the ongoing assistance of Advisory Committee membership and Educational Service District #121 resource persons. The categorization of findings and accompanying recommendations are the outcome of those deliberations and thorough consideration of the data base assembled. In the absence of an executive level state body responsible for the development and oversight of a comprehensive design for Washington children, recommendations are directed to the capabilities, role and authority of the State Board of Education and the Office of the Superintendent of Public Instruction alone.

The directions indicated by the findings of this study are vested in three major recommendations concerning the development of a coherent, integrated approach to provision of early childhood education services in this period of political transition and severe budgetary limitations. The three recommendations call for the State Board of Education and the Superintendent of Public Instruction: 1) to develop the capacity for leadership and cooperative endeavor in the early childhood field; 2) to initiate and support a State Coordinating Council for Children to develop strategies for the implementation of study recommendations; and 3) to establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood services.

Further recommendations concerning user education, provider education, coordination, and research and evaluation would become the charge of the Coordinating Council and the Early Childhood Education Coordinator. These recommendations address the desirability of supporting and utilizing existing resources in the field, development of a voluntary staff certification/credentialing/ endorsement system based on standards of demonstrated competency and a second system for extending "approved program" status to qualifying early childhood programs in the public and private sectors by the Office of the Superintendent of Public Instruction. Emphasis was placed on county level planning and information and referral mechanisms with funding recommended for school districts to encourage the replication or adaptation of the model programs and promising practices identified in Washington State and beyond.

SUMMARY OF RECOMMENDATIONS

Leadership

1. The State Board of Education and the Superintendent of Public Instruction, having acknowledged the significance and worth of Early Childhood Education, develop the capacity for leadership and cooperative endeavor in this field.
2. The State Board of Education initiate and support a State Coordinating Council for Children to develop strategies for the implementation of study recommendations.
3. The Superintendent of Public Instruction establish a position of Early Childhood Education Coordinator to promote and facilitate public/private partnership in the provision of early childhood education services.

User Education

1. Support funding to postsecondary institutions for the purpose of parent education such as that provided by the parent cooperative preschool program.
2. Develop a coordinated information dissemination system for consumer education utilizing existing early childhood and parent education networks as primary communication channels in addition to public media. This communication system would include 2-year and 4-year colleges, vocational-technical institutes, public and private schools, Cooperative Extension Service, public libraries, early childhood professional and provider organizations, Washington Teleconference Network, radio and television.
3. Examine the feasibility of periodic open invitation Parent Forums around the state with media linkage to agency principles, utilizing WETNET sites and interactive broadcast capability.
4. Encourage parent involvement/parent education policies in Early Childhood Education service delivery.

Provider Education

1. Continue to support the concept of statewide training programs by expanding funding to postsecondary institutions for the purpose of provider training.
2. Participate in current efforts to develop a voluntary certification/credentialing/endorsement system based on standards of demonstrated competency for teachers/providers/caregivers working with children five years and under.
3. Request legislative action to implement a competency-based multilevel certification/credentialing/endorsement system for individuals working in early childhood education.
4. Develop a system for granting voluntary "approved program" status to programs offering an educational environment for 3-, 4- and 5-year-olds to include the preparation and dissemination of a directory of "approved" programs and the criteria by which they are approved.

5. Request legislative action to implement an O.S.P.I. system for awarding "approved program" status to eligible early childhood programs.

6. Explore the development of a media based provider training format utilizing the low cost statewide access provided by the Washington Educational Teleconference Network (WETNET).

Coordination

1. Support county level implementation of information and referral systems to match parent need with program availability.

2. Encourage the formation of county councils to identify community need in services for children and families based on current demography and identified resources and to monitor application of block grant funds utilized for children's services.

3. Allocate seed money to encourage district implementation of promising practices and model programs.

4. Disseminate information from this report to school districts and administrative organizations.

5. Encourage the formation of neighborhood PTSA or elementary school sponsored preschool councils to facilitate communication between preschool programs, parents and school district personnel and programs.

6. Continue support and encouragement of Secondary Child Development Programs and Programs for Teenage Parents with local coordination linkages as possible.

Research and Evaluation

1. Support research and evaluation in early childhood education as deemed appropriate.

2. Consider independent or joint sponsorship of an Early Childhood Education Conference bringing prominent researchers and representatives of innovative programs to an audience of Washington's educational, political and corporate decision makers.

IX. BIBLIOGRAPHY

New daycare center's open all the time

By Chris Swanson
P-I Reporter

The sign on the front of the build-
ing at 8015 15th N.W. in Ballard reads
The Baby Parlor. It's a new sign (t
structure used to house the Haim
Art Gallery), and it's confusing fo
some.

"People walk in
know what kind o
we're selling," said
director of The Baby
to add to that sign.

"One lady walked
and said, 'What are y
said, 'Excuse me.
have anything to sell
baby or two back the

Those babies are
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and husband Jim are
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One-to-five

What makes The B
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location close to downto
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women 25 to 34 years old.

In 1970, according to Department of Health Services' records, 16,906 births wer
among women aged 25 to 29, and 6,153 birt
corded among women aged 30 to 34. B
numbers had risen to 22,290 and 10,848 r
Birth totals in other age categories rem
constant or dropped.

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Journal-American A5

Monday, July 13, 1981

Day care

Bewildering, frightening red tape spurs operators to skip licensing

SPOKANE (AP) — Operators of day-care centers
without licenses rather than trying to
bewildering and frightening maze of gov-
tape, state lawmakers have been told.
, director of the Christian Nursery in
for 21 years, joined women from Ed-
Spokane in criticizing Washington state reg-
st week at a meeting of the House Human
Committee.

partment of Social and Health Services
attack during the 4½-hour session.
on bureaucrats," said Bernard
director of Region 1, which in-
eastern Washington.
regulation, there's no ques-
eded.

of Washington said the number of licensed facilities had dropped from 800 to 300. She said many homes and centers went unlicensed because of red tape.

Rather than threatening the welfare of children, deregulation of day care would follow the Legislature's 1967 intent of ensuring the basic safety of children, the women said.

They said they would favor health and fire safety regulations and would even pay for inspection themselves if other regulations were reduced.

Except for Nelson and other department offici who addressed the committee only when asked, of the three dozen witnesses defended current po of the state agency.

On of group-home and crisis-intervention DSHS Secretary Alan Gibbs has told the Le he does not plan to reverse his polici

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possibility of neighb
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state.

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as long a
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Cl

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School
built a new
another grade
opened bids on a
voter approval for a fou
new middle school.

Other districts in the county
said Valiant. "We're all building sc

Seattle Post-Intelligencer, Wednesday, December 23, 1981

More women are opting for single motherhood

Georgia Dullea
Times

YORK — Even in the age of
mother, they are
of the breed: Seem-
women in their
to become
careers
where
lk

Today such a woman may visit Conrad's office before pregnancy to ascertain if she is physically capable of childbearing.

"I'm seeing this all the time now," the doctor said, "all the time."

What Conrad and others are seeing is reflected in the latest government figures: In 1979, the most recent year for which statistics are available, it is estimated that 10,800 babies were born to unmarried women aged 35 to — an increase of 12.8 percent in 10 A further 31,300 babies were unmarried women aged 30 to ase of 18.1 percent. More of increase in childbear ied women, includ highest among although the higher for

part

an ideological but a personal act, "a deeply psychologically grounded act."

Although these women opt to have a child alone, it is far easier to do so today because of a mix of societal changes: More working women financially able to support a child; more support systems for the single-parent family; more parents divorcing so that a child growing up without a father at home does not feel so out of place at school.

In such homes, as in those where divorce has occurred, the role of the absent father varies. Some fathers visit the children and contribute to their support, although most mothers say no legal agreements exist. More often the father is a voice on the end of the long-distance telephone wire or simply a face in a snapshot. Some children may never know their fathers since the mothers do not acknowledge the paternity.

is was not the case with 2½-
enna as she flipped through
otographs.
and there's my
my Daddy," she
Jamie Smit

while Jenna played with a toy machine.

'It's our bodies'

The decision to have a chil hers, Jackson insisted, adding th father, whom she described single and "a prominent do does not want his name m felt "conflicted" at first.

"Women seem to be for this responsibility. "It's our bodies and o

The father's at after seeing Jenna, a hyphenated com ents' surnames. N he visits the chil tuition and " her."

Althoug father as " she says him or "I want riag tr

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1 in 6 now born out of wedlock

WASHINGTON (AP) — Out-of-wedlock births increased 50 percent the last decade to where at least of every six American babies now born to an unwed

more women wanting to wait until they are older to marry. An unwed mother who decides to keep her child also suffers

of childbearing age in States

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ABSTRACTS OF PERTINENT STATE STUDIES

A Study of Policy Issues Related to Early Childhood Education and Family Education in Minnesota: A Report to the Minnesota Legislature.

This study of policy issues involved in the provision of early childhood and family education in Minnesota was conducted by the Minnesota Department of Education's Council on Quality Education and its Advisory Task Forces at the request of the state legislature in 1977 to be completed in 1979. The study was to: 1) provide a national perspective on the concept and the implementation of early childhood and family education; 2) highlight areas of agreement among major organizations in early childhood and family education at the State and national levels; 3) provide opportunity for a comprehensive review of concerns related to the delivery of early childhood and family education services at the State level; 4) provide evaluation information on the CQE early childhood and family education programs to enable an assessment of their quality and potential impact; and 5) provide recommendations with accompanying rationale to the Legislature on the future of early childhood and family education in the State.

Who Cares For Children: A Survey of Child Care Services in North Carolina

This report presents the results of a massive effort to assess on a county to county basis the child care services provided to young children in North Carolina. The survey was planned and conducted under the auspices of the Learning Institute of North Carolina and utilized volunteers from the 100 counties in the state to actually perform the survey in their local communities. The report includes chapters on the health of young children, the family, the working mother, child care, child care costs, Parent Education and Parent involvement, child care and the federal government, child care and North Carolina state government, child care services assessment for the state, analysis of county reports, analysis of interviewers comments, and summary of recommendations.

The Rationales for Early Childhood Education Policy Making: A Comparative Case Study Analysis. Hewitt Research Center, Berrien Springs, Michigan.

This report describes early childhood education policy making and legislation in several states and discusses research methodology for comparative case study research. The first part of the study provides a historical account of the emergence of the national compulsory attendance movement in the 19th century, and the corresponding growth of early childhood education. In the second part of the report, extensive case studies of five states (West Virginia, California, New Mexico, Ohio, and Georgia) that initiated kindergarten legislation between 1971 and 1973 are presented. Considered in each state case study are such issues as: 1) rationales that state policy makers have used to support early childhood education policy initiatives; 2) background of the reform; 3) response to proposed legislation; 4) development of the change; 5) opposition to the reform; and 6) legislative leadership necessary to effect the change. Social, political, fiscal, and research rationales of the reform legislation are discussed and compared. In the third section of the document, research methodology and survey techniques, materials, and results are discussed in great detail. The final chapter contains a selected bibliography.

Early Childhood Education: A Study of Twenty-Seven States. West Virginia State Department of Education, Charleston. Bureau of Learning Systems.

Descriptions of 27 state early childhood education programs are presented in this survey conducted to provide information on which to base program development decisions related to early childhood education in West Virginia. The study surveyed the following areas in each state: definition of early childhood education; administrating agency; laws, regulations, and governmental policies guiding the program; statements describing children's and parent's rights and responsibilities; planning systems; desired program elements; implementation guidelines and suggestions; certification requirements, professional development systems and program evaluation approaches. The state programs studied are Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Hawaii, Illinois, Indiana, Iowa, Kentucky, Maryland, Missouri, Montana, Nevada, New Hampshire, North Carolina, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Virginia, and West Virginia.

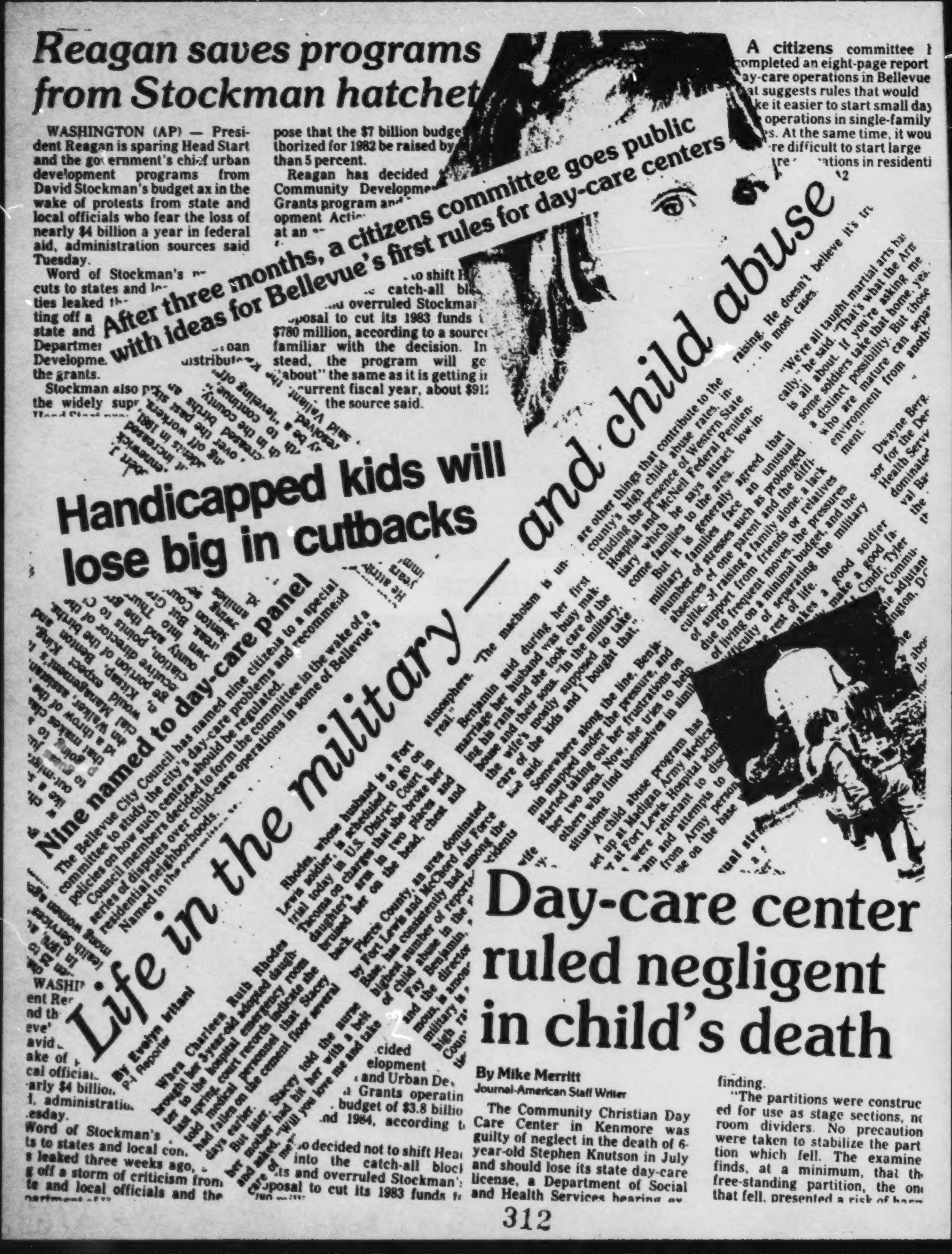
Colorado Early Childhood Study. Colorado State Dept. of Education, Denver. Planning and Evaluation Unit.

The Colorado State Board of Education allocated Title IV-V funds in 1975 for a study of the status of early childhood data relevant to early childhood education in Colorado. The purposes of the study were to: (1) gather data relevant to early childhood education on the status of all children from birth through age 5; (2) identify needs of children of this age within the state; and (3) identify and suggest possible approaches to meeting the needs of Colorado children in this age group. This study is intended to furnish basic data that can be used to design plans to serve the educational and child care needs of children from birth through age 5. This study focuses mainly on the situation of children outside the home, that is, in prekindergartens in public schools, public and privately operated day care homes and centers, and Head Start programs. The health and nutritional status of children in Colorado is also investigated.

Included are chapters on prekindergarten public school programs (including those for children with special needs), child care, Head Start, health care, parent education and involvement and higher education. Detailed appendices include data on prekindergarten programs, child care, Head Start programs, health care, higher education and demographic data. (Author/MS)

State Offices of Child Development. Report No. 55. Early Childhood Project Report No. 8.

This report is intended to provide state-level policy makers with descriptive information on 17 state administrative structures for the coordination of planning and delivery of services to children. An introduction briefly reviews the general history, activities, challenges, successes, and goals of the state offices of child development. The following information is provided for each state included in the report: (1) name of office, (2) location, (3) method of establishment, (4) contact, (5) staffing, (6) funding, (7) basic functions, (8) relationship to other state agencies, (9) advisory groups, (10) involvement of local groups, and (11) office publications. The legislative acts or executive orders establishing the state structure for 15 of the states are also included. The states included in this report are: Alaska, Arkansas, California, Florida, Hawaii, Idaho, Louisiana, Massachusetts, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Utah, Vermont, Washington, and West Virginia. (ED)



Reagan saves programs from Stockman hatchet

WASHINGTON (AP) — President Reagan is sparing Head Start and the government's chief urban development programs from David Stockman's budget ax in the wake of protests from state and local officials who fear the loss of nearly $4 billion a year in federal aid, administration sources said Tuesday.

Word of Stockman's
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Stockman also pr
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than 5 percent.

Reagan has decided
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overruled Stockma
posal to cut its 1983 funds
$780 million, according to a source familiar with the decision. Instead, the program will go "about" the same as it is getting in current fiscal year, about $91
the source said.

After three months, a citizens committee goes public with ideas for Bellevue's first rules for day-care centers

A citizens committee
completed an eight-page report
ay-care operations in Bellevue
at suggests rules that would
ke it easier to start small day
operations in single-family
s. At the same time, it wou
re difficult to start large
re ations in residenti

Handicapped kids will lose big in cutbacks

Nine named to day-care panel

The Bellevue City Council has named nine citizens to a special committee to study the city's day-care problems and recommend policies on how such centers should be regulated.

Council members decided to form the committee in the wake of a series of disputes over child-care operations in some of Bellevue's residential neighborhoods.

Named to the commi

Life in the military — and child abuse

By Evelyn Iritani
P-I Reporter

When Charleen Ruth Rhodes brought her 3-year-old adopted daughter to the hospital emergency room last spring, court records indicate she told medical personnel that Stacey had fallen on the cement floor several days earlier.

But later, Stacey told the nurse her mother had bit her with a belt and asked, "Will you love me and take care of me?"

Rhodes, whose husband is a Fort Lewis soldier, is scheduled to go on trial today in U.S. District Court in Tacoma on charges that she broke her daughter's arm in two places and bruised her on the head, chest and back.

Pierce County, an area dominated by Fort Lewis and McChord Air Force Base, has consistently had among the highest number of reported accidents of child abuse in the

Fay Benjamin, the director

atmosphere. "The machoism is unreal."

Benjamin said during her first marriage her husband was busy making his rank and she took care of the house and their sons. "In the military, the wife's mostly supposed to take care of the kids and I bought that," she said.

Somewhere along the line, Benjamin snapped under the pressure, and started taking out her frustrations on her two sons. Now, she tries to help others who find themselves in similar situations.

A child abuse program has set up at Madigan Army Medical at Fort Lewis. Hospital adm were reluctant to disc am and attempts to from Army person on the base

are other things that contribute to the county's high child abuse rates, including the presence of Western State Hospital and McNeil Federal Penitentiary which he says attract low-income families to the area.

But it is generally agreed that military families face an unusual number of stresses such as prolonged absences of one parent and the difficulties of raising a family alone, a lack of support from friends or relatives due to frequent moves, the pressures of living on a minimal budget, and the difficulty of separating the military rest of life.

raising. He doesn't believe it's tr in most cases.

"We're all taught martial arts basically," he said. "That's what the Army is all about. If you're asking me some soldiers take that home, yes, a distinct possibility. But those who are mature can separate environment from another."

Dwayne Berg sor for the De Health Servi dominated val Ba the

Day-care center ruled negligent in child's death

By Mike Merritt
Journal-American Staff Writer

The Community Christian Day Care Center in Kenmore was guilty of neglect in the death of 6-year-old Stephen Knutson in July and should lose its state day-care license, a Department of Social and Health Services hearing ex

finding.

"The partitions were construc ed for use as stage sections, nc room dividers. No precaution were taken to stabilize the part tion which fell. The examine finds, at a minimum, that th free-standing partition, the on that fell, presented a risk of harm

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and Urban De
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budget of $3.8 billio
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o decided not to shift Hea
into the catch-all bloc
ts and overruled Stockman'
posal to cut its 1983 funds t

X. APPENDICES

Early Childhood
Education Study
Educational Service
District No. 121

431 Hall Health, GS-15
University of Washington
Seattle, Washington 98195
206 543-9416 or SCAN 323-9416

Dear Parent,

In December, 1980, the Washington State Board of Education issued a statement on the importance of early childhood education, and the important role of parents in the education of their young children. The Board called for a study of the parents of 3 and 4 year olds in the state and the programs that serve their children. We are proud that Educational Service District #121 has been asked to conduct this study.

Please help us by completing the one page survey (enclosed) and mailing it back in the stamped envelope provided. There is no space for your name on the survey -- your reply is confidential, known only to the research staff. A small number of parents will receive follow-up calls to help check the validity of the survey. You are free, of course, not to participate in the study, but we hope that you will recognize the importance of gathering this information.

By completing and mailing your survey, you insure that your needs and desires will be communicated to the State Board of Education. If you have any questions or comments, please call me or my research assistant, Karla Marken, at (206) 626-5826, or write to the project address on the letterhead above.

Thank you for your time and your help! If you would like a copy of the survey summary available in January, 1982, please let us know.

Sincerely,

John Chattin-McNichols

John Chattin-McNichols, Ph.D.
Principal Investigator
ESD #121 Early Childhood
Education Study

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EARLY CHILDHOOD EDUCATION STUDY
Educational Service District 121
SURVEY OF PARENTS OF 3- AND 4-YEAR-OLDS

THIS SURVEY APPLIES TO YOUR 3- OR 4-YEAR-OLD CHILD, JULY 1, 1980, TO JULY 1, 1981.

MAKE AN "X" BESIDE THE BEST ANSWERS FOR YOU.

1. Place a mark beside the item that best describes your situation:
   - ☐ I *use* preschool or child-care services for my 3- or 4-year-old child.
   - ☐ I *want* preschool or child-care services for my 3- or 4-year-old child, but am not using one now. (If you mark this answer, *skip* to question 2.)
   - ☐ I do *not* want preschool or child-care services for my 3- or 4-year-old child. (If you mark this answer, *skip* to question 9.)

   a. Place a mark beside the item that best describes the preschool or child-care service your 3- or 4-year-old is in:
   - ☐ Care in child's home by nonrelative
   - ☐ Care by relative in or out of child's home
   - ☐ School district program
   - ☐ Headstart program
   - ☐ 2-year institution, laboratory school, parent cooperative
   - ☐ Other public program
   - ☐ Private center, with part-time preschool
   - ☐ Private center, without part-time preschool
   - ☐ Nonprofit center
   - ☐ Mini-center
   - ☐ Licensed family child-care home
   - ☐ Unlicensed family child-care home
   - ☐ Exclusively drop-in center
   - ☐ Private preschool
   - ☐ Private preschool within an elementary school
   - ☐ Church related preschool or center
   - ☐ Other (please specify)____

   b. Does your preschool or child-care service stress the importance of the child learning the letters of the alphabet and numbers?
   ☐ Yes　　☐ No　　☐ Not sure

   c. How many different preschool or child-care situations has your 3- or 4-year-old child been in since July 1, 1980? ______________

2. If you need preschool or child-care services and do not have them, why not? (Please skip this question if you *do* use preschool or child-care services.)
   - ☐ Not available
   - ☐ Too expensive
   - ☐ Too far away
   - ☐ Don't like any of the available programs
   - ☐ Not offered during hours needed
   - ☐ Other (please specify)____

3. What type of preschool or child-care services do you want or now use for your 3- or 4-year-old child? Check all that apply for both regular and irregular care.

REGULAR CARE (same time each day)

Use	*Want*	
☐	☐	Full day (8 hours or more)
☐	☐	Half day
☐	☐	Less than half day
☐	☐	Evenings
☐	☐	Weekends

IRREGULAR CARE (one time or emergency care)

Use	*Want*	
☐	☐	Daytime care
☐	☐	Overnight care
☐	☐	Evening care
☐	☐	Drop-in care
☐	☐	Care during illness, vacation, etc.

4. Why do you ☐ need or ☐ use preschool or child-care services? (Please mark either "need" or "use.") Write "1" for the most important reason(s), write "2" for the next most important reason(s), write "3" for the reasons that are *not* important. BE SURE TO WRITE A NUMBER IN FRONT OF EACH OF THE ITEMS.

______Need care for child while parent works
______Want learning experiences for child
______Want child to have contact with other children his/her age
______Want parenting support group (parent education, social contact with other parents)
______Need temporary care for short intervals only (doctor's appointments, shopping, etc.)
______Want elementary school readiness
______Child needs special programs
______Other (please specify)____

5. Number each item below according to your "need" or "use." Write "1" for those items you now use, write "2" for those you need and do not have, write "3" for those that are *not* important to you. BE SURE TO WRITE A NUMBER IN FRONT OF EACH OF THE ITEMS.

______Help in finding good child care
______Information on evaluating different types of child care
______Help in learning about other family service agencies and community projects
______Toy-lending library
______Toy co-op for buying toys wholesale
______Toy recycling center/scrap materials
______Lectures or workshop presentations on various topics relating to child care
______Special events for children and families
______Resource center
______Information on child nutrition or health
______Information on behavior and child discipline
______Information on child development and how children learn
______Parent groups
______Other (please specify)____

(OVER)

6. Where would you prefer the services be provided? Mark *three* only. Write "1" next to your first choice; write "2" next to your second choice, and write "3" next to your third choice

_____Close to home location
_____Close to work location
_____At work location
_____Close to brother/sister's care or school
_____At neighborhood public school
_____Other (please specify)_____

7. What is most important to you in choosing preschool or child-care services? Write "1" in front of the most important reason; "2" in front of the second most important reason, write "3" in front of the third most important reason; write "4" in front of the least important reason

_____Cost
_____Program
_____Location
_____Hours, composition of class, other (please specify)_____

8. If you are working, does your employer provide preschool or child-care services at the job site?

☐ Yes ☐ No

If yes, are you employed by the military?

☐ Yes ☐ No

If your employer does *not* provide preschool or child-care services at the job site, does your employer offer any other type of assistance with child-care arrangements?

☐ Yes ☐ No (If yes, specify)_____

9. Which of the following best describes your family:

☐ Single parent, female
☐ Single parent, male
☐ Two-parent family
☐ Extended family (aunts, grandparents, etc., in the same house)

10. How many children are there in your family who are:

_____Children under age 3
_____Children ages 3–4
_____Children ages 5–9
_____Children 10 years or older

11. How many family members are employed?_____

12. What is your family's total income before deductions?

☐ Under $7,500
☐ $7,500–$14,999
☐ $15,000–$24,999
☐ $25,000 and over

13. What is the educational background of your family? (Please complete for each parent or guardian in the home.)

Female parent or guardian:
☐ Did not complete high school
☐ High school or GED
☐ College degree (1-year, 2-year, or 4-year degree)
☐ Graduate degree
☐ Vocational training certificate or special training

Male parent of guardian:
☐ Did not complete high school
☐ High school or GED
☐ College degree (1-year, 2-year, or 4-year degree)
☐ Graduate degree
☐ Vocational training certificate or special training

14. Please mark your ethnic and racial background:

Male parent or guardian	*Female parent or guardian*	
☐	☐	Black
☐	☐	White
☐	☐	Asian
		Check here if you are a recent Asian immigrant ☐
☐	☐	Hispanic (also please check White or Black)
☐	☐	Pacific islander
☐	☐	Native American, Aleut, or Eskimo
☐	☐	If none of the above, please specify_____

15. How would you describe your community?

☐ Rural (country)
☐ Urban (city)
☐ Suburban (suburbs)

OTHER COMMENTS:

Early Childhood Education Study
Educational Service
District No. 121

411 Hall Health, GS-15
University of Washington
Seattle, Washington 98195
206/543-9416 or SCAN 323-9416

Dear Administrator:

In December, 1980, the State Board of Education adopted a new position statement on the importance of early childhood education. The Board also requested that a survey be made of the parents of 3 and 4 year olds in the State of Washington and the programs that serve their children. Educational Service District 121 has been chosen by the Office of the Superintendent of Public Instruction to conduct this study.

We need your help to collect accurate descriptions of the many kinds of programs that serve Washington's 3 and 4 year old children. Please complete the enclosed one page questionnaire and return it as soon as possible. We have enclosed a postage paid envelope for your convenience.

Please understand that we are not connected with the licensing authorities and we do not believe that any one form of out-of-home experience is best for all children. Our goal in this part of the study is to describe existing services for 3 and 4 year olds in Washington.

If you would like to receive a summary of the final report, please note this on the survey form. If you have any comments or questions, feel free to contact us at (206) 543-9416. Thank you for your cooperation.

Sincerely yours,

John Chattin-McNichols, Ph.D.
Principal Investigator
Early Childhood Education Study

___ /___ ___/_____

EARLY CHILDHOOD EDUCATION STUDY
EDUCATIONAL SERVICE DISTRICT #121
SURVEY OF PROGRAMS

ADMINISTRATOR: PLEASE COMPLETE THIS SURVEY ABOUT YOUR SERVICES FOR 3- AND 4-YEAR OLD CHILDREN.

1. Check the one item below that best describes where you work with 3- and 4-year-olds
   - ☐ own home
   - ☐ someone else's home
   - ☐ school district program
   - ☐ Headstart program
   - ☐ Parent cooperative, or laboratory school at a college or vocational technical institute, or campus day care
   - ☐ other public program
   - ☐ private center, with part-time preschool
   - ☐ private center, without part-time preschool
   - ☐ nonprofit center
   - ☐ mini-center
   - ☐ licensed family child-care home
   - ☐ unlicensed family child-care home
   - ☐ exclusively drop-in center
   - ☐ private preschool
   - ☐ private preschool within a private elementary school
   - ☐ church related preschool or center
   - ☐ other (please specify—e.g., business, military)____________________
2. How long has your site (home, center, preschool) been providing services to 3- and 4-year-olds?____________________
3. My site (home, center, preschool):
   a. serves ______ (number of children) from age ______ (youngest) to age ______ (oldest)
   b. serves ______number of 3-year-olds and ______number of 4-year-olds
   c. is open ______ days per week
   d. is open from ______AM to ______PM OR______24 hours per day
   e. is open ______ months per year
   f. is in a rural______ suburban______ urban______ setting
4. a. Is your site in a (check one):
   ☐ church ☐ church building ☐ community center ☐ home ☐ facility designed specifically for child care ☐ school
   ☐ other (please specify)____________________
   b. Indicate the *number of groups* of 3- and 4-year-olds at your site:______
   c. Do 3- and 4-year-olds share a room/rooms with each other at your site? Yes____ No____
   d. Indicate the *total number of square feet* at your site
   indoors____________________ outdoors____________________
5. a. In your opinion, are there enough programs for 3- and 4-year-olds in your community? Yes____ No____ What programs are especially needed for 3- and 4-year-olds?
   ____
   b. Do you have a *waiting list* of 3- or 4-year-olds? 3-year-olds only____ 4-year-olds only____
   both 3- and 4-year-olds____ neither____
   c. Approximately how many 3- and 4-year-olds have been turned down (refused admission) to your site this year (July 1980-July 1981)?____________________
6. How many *unlicensed* childcare sites do you believe there are in your neighborhood?
   ☐ None ☐ Few (3 or less) ☐ Many (more than 3) ☐ Don't know
7. In your opinion, which of the following should be covered by licensing requirements? Check as many as you wish.
   - ☐ fire and safety
   - ☐ health and sanitation
   - ☐ staff training, qualifications
   - ☐ other (please specify)____________________
   - ☐ group size/staff-to-child ratio
   - ☐ facilities (square feet of space per child)
   - ☐ none
8. Indicate the number of children and paid staff members in each time period in a typical day at your site:
   6AM to 9AM ____# paid staff ____# children How many of these are 3- or 4-year-olds?____#
   9AM to Noon ____# paid staff ____# children How many of these are 3- or 4-year-olds?____#
   Noon to 3PM ____# paid staff ____# children How many of these are 3- or 4-year-olds?____#
   3PM to 6PM ____# paid staff ____# children How many of these are 3- or 4-year-olds?____#
   6PM to 9PM ____# paid staff ____# children How many of these are 3- or 4-year-olds?____#
9. Indicate the education and experience of the administrator and the *paid* full or part time staff people working directly with 3- and 4-year-olds at your site. Write job title, check all that apply and enter numbers where appropriate. If you have more than 15 paid staff members please attach an additional paper.

	Job Title	High School Completion/ G.E.D.	Associate degree	Bachelor's degree	C.D.A. credential	Montessori certificate	Elementary teaching credential	Master's degree	Post Master's degree	Check if attended any workshops or conferences 7/80-7/81	Number of years experience
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15.											

10. If there were voluntary certification for early childhood education staff, would you want your staff to be certified? Yes____ No____

Comments____________________

____

11 Please number each of the goals listed below. Put a "1" in front of those goals that are *most important* to you in your work with 3- and 4-year-olds. Put a "2" in front of goals that are *next most important*. Put a "3" in front of those goals that are *not important* for the 3- and 4-year-olds you work with. PLEASE BE SURE TO PUT A NUMBER IN FRONT OF EACH ITEM

_____Multicultural awareness
_____Religious values or beliefs
_____Thinking and learning skills
_____Academic skills, knowledge of letters and numbers
_____Develop positive self-concept
_____Remedial or therapeutic services, providing the least restrictive environment for handicapped children
_____Other (please specify)_____
_____Care for child
_____Bilingual instruction
_____Develop independence, self-reliance
_____Develop social skills and awareness

12. Do you have a written set of program goals? Yes_____ No_____

13. Check all services provided at your site:

☐ Referral to social service agencies
☐ Parent education
☐ Home visits
☐ Transportation
☐ Snacks
☐ Hearing screening
☐ Other (please specify)_____
☐ Meals (a. Do you use U.S. Dept. of Agriculture services? Yes_____ No_____
b. Do you use the services of a nutritionist? Yes_____ No_____)
☐ Health screening
☐ Immunizations
☐ Vision screening

14 a. Do you keep written records on the progress of individual 3- and 4-year-olds? Yes_____ No_____
b. Do you use any formal assessment instrument(s) or procedure(s) with your 3- and 4-year-olds? Yes_____ No_____
c. If yes, which one(s)?_____

15. a. Do you serve any 3- or 4-year-old children with special needs (check all that apply):

☐ Gifted
☐ Physically handicapped
☐ Learning disabled
☐ Other (please specify)_____
☐ Do not serve any 3- or 4-year-olds with special needs
☐ Mentally retarded
☐ Emotionally disturbed

b. If yes, are special services provided to these 3- and 4-year-old children? Yes_____ No_____
Please specify_____

16. a. Do you know how to report a suspected case of child abuse? Yes_____ No_____
b. How many cases of suspected child abuse have you needed to report this year (July 1980-July 1981)? _____

17. Do you communicate with local primary teachers or schools about your 3- and 4-year-olds entering their programs? Yes_____ No_____ Comments. _____

18. a. Do you make formal reports to parents? Yes_____ No_____
b. If yes, are these reports written_____ or oral_____ or both written and oral_____?
c. If yes, how many times a year? _____

19. In your work with 3- and 4-year-olds, is parent participation (check one):
☐ required ☐ encouraged but not required ☐ neither encouraged nor required

20. In your work with 3- and 4-year-olds, are parents asked to (check all that apply):

☐ come to meetings
☐ set policy, assist in hiring staff
☐ assist in classroom activities
☐ other (please specify)_____
☐ make or maintain facilities or materials
☐ fundraising
☐ none of the above

21 What are your most important concerns in achieving or maintaining quality services for children (check all that apply):

☐ time for planning
☐ resources for staff training (e.g., access to professional conferences and workshops, relevant courses for college credit, etc.)
☐ stable funding
☐ qualified staff
☐ low staff turnover
☐ parent support and involvement
☐ knowledge of resources
☐ community involvement and recognition
☐ other (please specify)_____

22 Funding sources. Approximately what percent of your funds come from:

_____% sponsoring agency (please specify)_____
_____% tuition, parent fees
_____% additional federal or state monies
_____% local monies
_____% other (please specify)_____

23. What does it actually cost you per month (budget divided by number of children) to provide services for a 3- or 4-year-old for the typical attendance checked below:

☐ full day ☐ half day
_____days per week
$_____cost per month for 3- or 4-year-old

24 What is the tuition per month for a 3- or 4-year-old for the typical attendance checked below:

☐ full day ☐ half day
_____days per week
$_____tuition per month for 3- or 4-year-old

25. Estimate the percentage of the families of the 3- and 4-year-olds you serve who are eligible for public assistance or food stamps. _____%

26. How many of the 3- and 4-year-old children you serve are bilingual? _____

27 Indicate the number of 3- and 4-year-olds in each category below:

_____Black
_____White
_____Asian
_____Recent Asian Immigrant
_____Other (please specify)_____
_____Hispanic
_____Pacific Islander
_____Native American, Aleut or Eskimo

OTHER COMMENTS.

BANK STREET COLLEGE OF EDUCATION
CDA National Credentialing Program
1341 G Street, NW Suite 802
Washington, DC 20005
(202) 638-6656
(800) 424-4310

STATES THAT RECOGNIZE CDA

As of January 1981, the following states have incorporated the CDA Credential into their state licensing regulations as an option for pre-school qualifications:

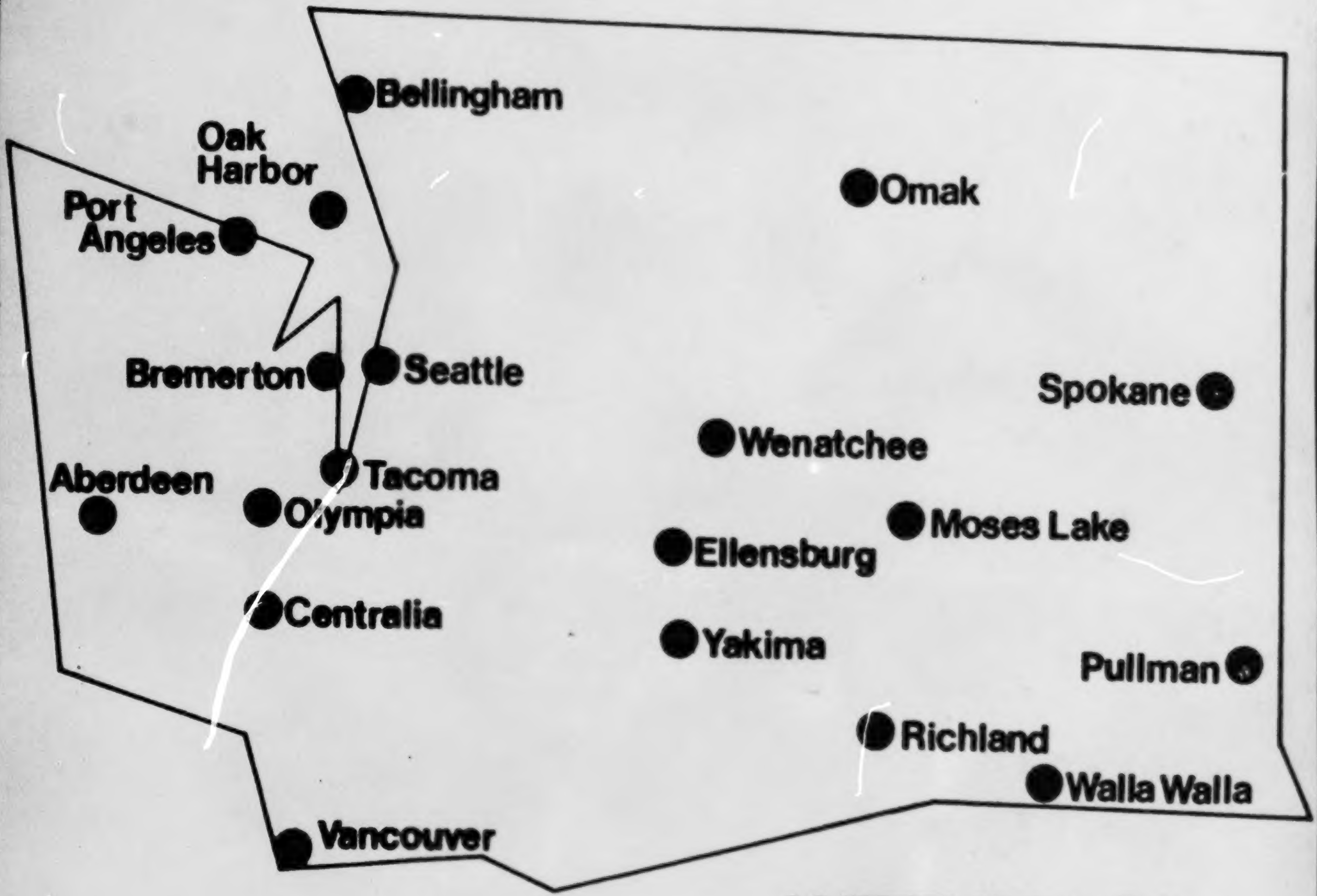
- Arizona
- District of Columbia
- New York
- Kansas
- Maryland
- Michigan
- Minnesota
- New Mexico
- North Carolina
- North Dakota
- Nevada
- Oregon
- Pennsylvania
- South Carolina
- South Dakota
- Texas
- Utah
- Virginia
- Washington
- Wisconsin

REVISING DAY CARE LAWS

PROPOSED STATUTORY CHANGES

PRESENT SYSTEM	HB 758	SB 3007	SB 4434	Mitchell's Proposed Amended Version of HB 758	Flanagan and Houchen's Proposed Amendment to HB 758
LICENSING REQUIREMENTS	REGISTRATION REQUIREMENTS	REGISTRATION REQUIREMENTS	REGISTRATION REQUIREMENTS	REGISTRATION REQUIREMENTS	REGISTRATION/LICENSING REQUIREMENTS
RCW 74.15.030 & .090 - DSHS license required - minimum group size and requirements to be set by DSHS in consultation with Child Welfare & Day Care Advisory Committee. 74.15.030 & .060 - DSHS certification of standards compliance required. 74.15.050 - State fire marshal certification of standards compliance required. 74.15.150 - Operating without license - misdemeanor. WAC • 6 or less including own children under 12 years - license required. • No more than 2 children under 2 years. • Care of additional children limited to 3 hours. • Total children at anytime - 10 maximum. • Over 8 children or 6 children with any under 2 years requires additional staff.	Sec. 1: 4-6 children - registration with DSHS Sec. 1: Registration every 3 yrs. Sec. 6: Exempt from licensing requirement. Sec. 1: Certification of standards compliance required. Sec. 1: Failure to register - misdemeanor.	Sec. 1: All homes not accepting state subsidized clients - registration with DSHS. Sec. 2: Exempt from DSHS licensing requirements. Sec. 3-4: Compliance with local fire and health standards required. Sec. 5: Installation of smoke detectors required.	Sec. 1: 10 or less - may register with county. Sec. 3-4: Certification of compliance with local fire and health standards required. Sec. 2: Fee charging powers to counties.	Sec. 1: 12 or less - registration with DSHS (including provider's own children) Sec. 1: Registration every 3 yrs. Sec. 6: Exempt from licensing requirements. Sec. 1: Certification of standards compliance required. Sec. 1: Failure to register - misdemeanor.	Sec. 3: Establishes the category of "Day Care Cooperative. Sec. 3: Allows cooperatives to charge agreed fees. Sec. 3: Exempts cooperatives from all licensing and registration requirements under RCW 74.15.
STANDARD SETTING AUTHORITIES	STANDARD SETTING AUTHORITIES	STANDARD SETTING AUTHORITIES	STANDARD SETTING AUTHORITIES	STANDARD SETTING AUTHORITIES	STANDARD SETTING AUTHORITIES
RCW 74.15.050 - Fire safety standards set by state fire marshal in consultation with Child Welfare & Day Care Advisory Committee. 74.15.030 & .060 - Health and welfare standards set by DSHS in consultation with Child Welfare and Day Care Advisory Committee.	• DSHS in consultation with Child Welfare & Day Care Advisory Committee	Sec. 3-4: Local fire and health departments. Sec. 5: State fire marshal standards for smoke detection devices.	Sec. 3-4: Local fire and health officials.	Sec. 2: DSHS in consultation with Child Welfare & Day Care Advisory Committee subject to legislative approval.	

PRESENT SYSTEM	HB 758	SB 3007	SB 4434	Mitchell's Proposed Amended Version of HB 758	Flanagan and Houchen's Proposed Amendment to HB 758
INSPECTION/ENFORCEMENT AUTHORITIES	INSPECTION/ENFORCEMENT AUTHORITIES	INSPECTION/ENFORCEMENT AUTHORITIES	INSPECTION/ENFORCEMENT AUTHORITIES	INSPECTION/ENFORCEMENT AUTHORITIES	INSPECTION/ENFORCEMENT AUTHORITIES
74.15.050 - State fire marshal inspections as deemed necessary. 74.15.030 & .060 - DSHS licensing inspections. 74.15.130 - DSHS - may accept or deny applications for license and suspend, revoke, or not renew any license for noncompliance. 74.15.140 - DSHS - upon provider noncompliance may move for an injunction or such relief deemed advisable.	Sec. 9: DSHS - may accept or deny applications for registration and suspend, revoke or not renew any registration for noncompliance. Sec. 10: DSHS - upon provider noncompliance may move for an injunction, including civil fines not to exceed $2000. Sec. 5: Exempt from state fire marshal inspections. Sec. 2: Exempt from routine inspections	Sec. 5: Annual inspection by local fire marshal to insure smoke detection compliance. Noncompliance - $50 fine Sec. 4: Local health department may inspect upon provider's request. Sec. 2: Exempt from DSHS licensing inspections.	Sec. 365: Annual inspection by local fire marshal for smoke detection compliance. Noncompliance - $50 fine. Sec. 4: Local health department inspection as deemed necessary. Sec. 2: Exempt from DSHS licensing inspections.	Sec. 9: DSHS - may accept or deny applications for license and suspend, revoke or not renew any license for noncompliance. Sec. 10: DSHS - upon provider noncompliance may move for an injunction including civil fines not to exceed $250. Sec. 2: Exempt from routine inspections. Sec. 5: Exempt from state fire marshal inspections.	


Bellingham
Oak Harbor
Port Angeles
Omak
Bremerton
Seattle
Spokane
Wenatchee
Aberdeen
Tacoma
Olympia
Moses Lake
Ellensburg
Centralia
Yakima
Pullman
Richland
Walla Walla
Vancouver

WETNET Sites

PROFESSIONAL ORGANIZATIONS

Professional people in these organizations have given many hours, and put much thought, into early childhood education in the State of Washington. These resource people are available to the State Board of Education, or anyone in need of their experience and expertize in studying the young child.

WASHINGTON ASSOCIATION FOR EDUCATORS OF PERSONNEL IN EARLY CHILDHOOD PROGRAMS

(WAEPECP)

Prior to 1975 this group functioned as a steering committee for early childhood educators in Washington State and was officially formed in 1975.

The purpose of the organization shall be to promote articulation and coordination among institutions in Washington State engaged in the preparation of personnel for work in Early Childhood Programs.

The objectives of the organization shall be:

1. To establish credentials or certification standards for various levels of early childhood education instructional personnel.

2. To promote continuity among preparation programs at vocational technical educational institutes, 2 year and 4 year institutions.

WASHINGTON ASSOCIATION for the
EDUCATION of the YOUNG CHILD
(WAEYC)

In 1974, the National Association for the Education of the Young Child held an annual conference in Seattle, This motivated the formation of the Washington Association in 1975. Its policy statement is:

> Children and families are our most valuable resource, therefore WAEYC supports the following:
>
> PARENT INVOLVEMENT - Programs which help parents in their role as the primary educators of their children.
>
> - Provision of parenting programs.
> - Promotion for the rights of parents to have support through parenting programs.
> - Continued support of parent cooperative education.

STANDARDS FOR EARLY CHILDHOOD PERSONNEL AND PROGRAMS - Guidelines which include standards for personnel and regulations for facilities, curriculum, adult-child ratio, health and safety.

- Development and implementation of competency-based standards for all Early Childhood Educators to include infant care, home care and special education.
- Appropriate recognition for competent personnel such as multi-level credentialing.
- Training of child care licensors in child care, administration and on-job training.
- Establishment of an annual system of evaluation of child care programs to insure quality care.

SPECIAL EDUCATION PERSONNEL AND PROGRAMS - Development of quality programs and coordination among agencies.

- Screening for handicapping conditions.
- Programs assisting families who have children with handicapping conditions.

MULTI-LINGUAL/CULTURAL-BASED PROGRAMS - Access to programs appropriate to the culture of the community.

SOCIAL AND HEALTH PROGRAMS - Adequate housing, nutrition, health services and child care for all families.

- Procedures for the regulation of day care facilities and family day care homes.
- Child abuse programs with emphasis on prevention.

ASSOCIATION OF WASHINGTON CHILD CARE AGENCIES
(AWCCA)

A group of child-care providers in the State of Washington recognized a need for working together on regulations concerning child-care, and AWCCA was formed in 1967 with Jean Wake as the first president.

The purposes of AWCCA are:
1. To promote quality child care and education;
2. To implement good legislation for child care;
3. To be of assistance in areas of mutual concern;
4. To provide an organization of statewide unity.

WASHINGTON STATE FAMILY CHILD CARE ASSOCIATION

This organization was formed in May of 1975 with the following purposes:

1. To educate, protect, and give status to the family day care provider through existing educational facilities, publications, meetings, and by cooperating with other organizations concerned with the development and good care of children.

2. Coordinate family day care providers in the given geographic area.

WASHINGTON FEDERATION OF INDEPENDENT SCHOOLS
(WFIS)

In December of 1970, a number of private school principals and administrators, from all segments of private schools, met to discuss how they might work together to promote private elementary and secondary education in Washington State. In July of 1971 this non-profit organization was formed with Reverand Michael O'Neill as the first president.

The basic purposes are:

1. Primary focus to be legislative, serving the broadest possible public interest.
2. A realistic choice of schools for all socio-economic groups.
3. Promote a positive approach of cooperation with public schools.

Their motto:

"Alternatives in Education: Offering Families A Choice"

At their September 25, 1980 Board Meeting, W.F.I.S. extended its concern to include educational programs directed for children younger than six years of age.

PACIFIC NORTHWEST MONTESSORI ASSOCIATION
(PNMA)

A group of Montessorians gathered together in the year 1971 to discuss unity of purpose. In 1972 P.N.M.A. was formed with Bob Detmer elected as the first president with the following purposes defined:

1. To bring together all certified Montessorians of the Pacific Northwest to work in harmony.
2. To keep the public informed of Montessori philosopy and educational precepts and to cooperate with other groups to promote the welfare of children.
3. To promote matters concerning the expansion and future of Montessori education; to establish Montessori teachers' credential requirements in the states of the Pacific Northwest.
4. To provide workshops and other programs for the continuing education of the members; to help coordinate a program whereby certain members may attain full certification.

5. To provide a current list of teachers, their source of Montessori teacher training, and availability.

ASSOCIATED FAMILY DAY CARE PROVIDERS OF WASHINGTON
(AFDCPW)

The organization was formed July 1, 1981 to carry out the following purposes:

1. To insure that the general public is always aware of what to expect in a quality day care home.

2. To inform providers of supportive services available, and in fact, be a supportive service to all members.

3. To help each provider take pride in their profession.

4. To further the goals of the A.F.D.C.P.W. through the appropriate State and Federal agencies and legislatures.

5. To insure that the A.F.D.C.P.W. will be resposive to each chapter's needs.

The efficacy of everything we do on behalf of children depends in a crucial way on the environments in which children develop. Children are dependent on all the people, institutions, and circumstances that surround and influence them. Attempts to help them through provision of specific, narrowly focused services may be completely annulled by oppressive surroundings, or they may be completely misguided because of ignorance concerning the role that parents, teachers, or other people, institutions, and services play in a child's life.

Services for Children: An Agenda for Research